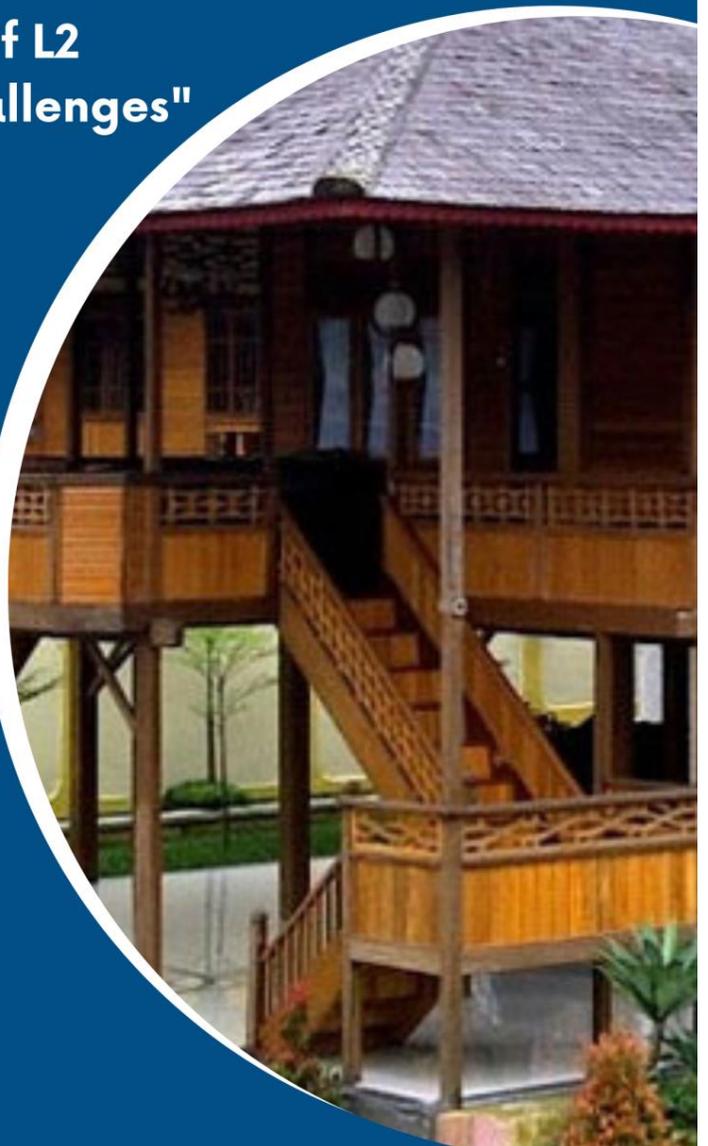# PROCEEDING

VIRTUAL INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING 2021
1st ICONELT 2021

Theme:
"The Changing Needs of L2 Learners: Issues and Challenges"

Tondano,
April 15-16, 2021

Proceeding

Virtual International Conference on English Language Teaching (1st ICONELT)

Theme: "The Changing Needs of L2 Learners: Issues and Challenges"

Tondano, April 15 - 16, 2021

PREFACE

Praise to God Almighty for His blessings and grace upon Postgraduate Program of English Education Study Program, Universitas Negeri Manado which can facilitate a platform that has become an arena for the advancement of scientific program in English Education field through the 1st International Conference on English Language Teaching (1st ICONELT 2021) which will become a biennial event.

As the first International Conference organized by the Master of English Education Study Program, there are many things that can be learned for a better conference which will be held in the future. In our point of view, this conference is a power to realize the goals and expectations of the study program in producing the quality of teacher educators. The more often the teachers and students of English are involved in the scientific atmosphere, the more they experience and have the sense of developing their competence.

The process of teaching and learning English goes simultaneously with the changing times. The development and the changing times are the opportunities as well as challenges. The changing times will affect the way of English teachers in delivering the material and students' learning performance.

In reality, the problems faced by teachers and students of English are different geographically, financially, and socio-culturally. These are the essential issues that can only be solved through the mutual sharing from various backgrounds. This diversity is, on the one hand, an opportunity to enrich ideas from various perspectives that can contribute to facilitate the actual needs in ELT field. On the other hand, to strengthen the value of collaborative and/or the cooperation paradigm that can inspire to solve the problems.

One of the causes of such change is the COVID-19 pandemic which significantly changes the rhythm of human life, including the teaching and learning process of English. The varied circumstances of students and teachers, the rapid progress of the times, and the unprecedented pandemic, such as the emergence of COVID-19 are challenges that must be carried by the teachers, especially the English teachers. However, the teachers who are really ready and creative will be able to transform all the situations become solutions. The advancement of technology can be an instrument to overcome various essential problems caused by these differences and changes.

Hopefully, this International Conference is able to stimulate valuable insights, interest and further researches in solving the problems in the field of English language teaching and learning and encourage possible cooperation and networking.

Ceisy Nita Wuntu

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TODAY'S ENGLISH LANGUAGE EDUCATION LANDSCAPE FROM THE PERSPECTIVE OF A TEACHER EDUCATOR AND UNIVERSITY ADMINISTRATOR[1]

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Abstract

Drawing on his personal experience as an English language teacher educator and a university administrator at a private university in Central Java, the author argues that L2 educators' scholarly passion (which is critical spiritual pedagogy in the author's case) can function as a lens through which pertinent global issues, current government's regulations, policies and practices at a local institution, knowledge base of English language teaching (ELT)/applied linguistics, and L2 learners' voices of their perceived needs are to be made sense of and critically examined. In turn, increased L2 educators' understanding of people (e.g., the government, fellow top managers in a university, L2 learners), texts they produce, and contexts in which they are embedded at local, national, and global levels will make it possible for L2 educators to better respond to needs of L2 learners.

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[1]A paper presented as a plenary keynote address at the *International Conference on English Language Teaching -- "The Changing Needs of L2 Learners: Issues and Challenges,"* conducted by English Education Postgraduate Program, Universitas Negeri Manado, in Tondano on April 15-16, 2021.

Introduction

The committee provided this overarching theme – "The changing needs of L2 learners: Issues and challenges" – for the current online seminar. This is a timely theme not only because eras and trends keep changing rapidly, or at least evolve relatively slowly, but also during this Covid-19 pandemic things have indeed changed, including in the English language education world in Indonesia. Competing discourses with regard to what counts as L2 learners' needs exist. The basic question is whose needs ELT scholars/educators are we actually talking about here: needs as perceived by L2/English language learners themselves? Or needs as perceived, if not also created, by English language teachers/teacher educators like myself?

The literature on needs analysis for learning/learners of English has flourished since Hutchinson and Waters' (1987) English for Specific Purposes (ESP) classic textbook. What we teachers/teacher educators think our students need may (and may not!) be in line with what our students think they need (see Crookes [2013] for his discussion about critical needs analysis). That's a/the (classic) problem, whether we teachers/teacher educators are aware of it to begin with or not. On further thought, needs are not simpl(isticall)y (shaped by) those of teachers/teacher educators and L2 learners only. As both English language teachers/teacher educators and learners interact with a myriad of people, texts, and contexts, their sense of L2 learning needs might have been fluid and fluctuating, though some might remain constant due to their individual passions and inner core beliefs/faiths, religiously or non-religiously. Let us now see how L2 learners (and teachers/teacher educators) interact with *people, texts*, and *contexts*; let us also examine how these multidimensional interactions account for various L2 learners' needs. My perspective in viewing L2 teachers' and learners' interactions with people, texts, and contexts has been shaped by my responses, as a teacher educator specializing in critical spiritual pedagogy/literacy and a university administrator, to real-world problems (viewed through texts/discourses at global, national, local/university, disciplinary, and personal lenses) over the years.

My Own Perspective as a Proponent of Critical Spiritual Pedagogy in English Language Teaching

Although my knowledge and understanding of realities are ever-expanding, my core belief, formulated in sort of a credo of my scholarly and educational work, is as follows:

> Joseph Ernest Mambu is an English language teacher educator who is committed to delving into social justice issues viewed through the lens of critical spiritual pedagogy (CSP). Central to CSP is the role of spirituality in forming human's noble characters like love and humility, as well as laying a foundation for critical thinking and actions (or praxis) that take side with "the marginalized" (e.g., language minority groups; religious minority groups, people with disability, etc.). Spirituality is not restricted to institutionalized religion(s); rather, it allows educators and students alike

to explore their sense of transcendence (e.g., with their God), to connect with fellow human beings and nature, and to examine oneself critically. It is Joseph's belief that language, including language learning and teaching, plays a pivotal role in one's attempt to make sense of and express spirituality and criticality.[2]

This credo is a gist of my epistemological, ontological, and axiological trajectories -- at the levels of knowledge, understanding of realities, and values, respectively -- as an English language teacher educator who explicitly expresses his Christian faith, is working in a Christian university, and believes in CSP that upholds social justice (see e.g., Crookes, 2013; Hastings & Jacob, 2016; López-Gopar, 2019; see also Mambu, 2016 particularly for a more detailed discussion of CSP). I have viewed the world, especially my role as English language teacher educator and a university administrator, through this CSP lens. What follows in the next sections will somehow be linked to my sensemaking of CSP.

The World Situation Today during the Covid-19 Pandemic

It is my belief that a teacher educator is a person who can and should respond to real-world problems, especially when many people encounter a life-threatening pandemic. Covid-19 has forced many people to go online, especially for English language learning and teaching, worldwide. In other words, people in different geographical and chronological contexts (i.e., different places around the world in the past one year) have resorted to online learning. Despite promising outlooks of online learning, digital divides exist and worsen -- thanks to the pandemic.[3] From my perspective as an ELT scholar who has been shaped by the literature of critical pedagogy/literacy, the real needs, therefore, include: (a) ownership of gadgets powerful enough to handle English language learning tasks for many of our students, especially those from socio-economically disadvantaged backgrounds; (b) a decent internet connection, especially in remote areas; and (c) aids for both parents, who accompany their children struggling to learn English, and for the children themselves, among others. Regarding (c), the real struggle is not only concerned with language learning, but also how to use appropriate technology (e.g., video conferencing and learning applications, as well as learning management system) for language learning.

Today's Preferred Future(s): Society 4.0 or 5.0?

Another big issue that attracts attention of both lay people and experts in different fields (including ELT scholars/practitioners) alike is Society 5.0, which has been claimed by Japan as more human-oriented than Society 4.0. In the latter human beings still have to draw upon and analyze information from the internet; whereas the

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[2] See https://fbs.uksw.edu/pages/joseph-ernest-mambu-ph-d.
[3] See https://www.weforum.org/agenda/2021/01/covid-digital-divide-learning-education/.

former allows a huge amount of information (or big data) available in the clouds is analyzed by advanced applications of Artificial Intelligence (AI).[4]

In the applied linguistics field, the issue is not so much on whether we should proceed from Society 4.0 to Society 5.0 but more on how recent digital technology, especially *data mining*, helps language researchers understand "hidden patterns or characteristics of learner behavior… from unstructured data" especially through "clustering, text mining, and social network analysis" (Warschauer, Yim, Lee, & Zheng, 2019, p. 94). The mining of "big data" allows a huge amount of data to be analyzed with certain software tools to help (critical) applied linguistic researchers/ELT practitioners get informed about what pedagogically personalized interventions using technology-enhanced/digital tools are useful for L2 learners. First, non-traditional clustering technique (using data mining principles) has informed researchers to determine which method of vocabulary learning (i.e., "data-driven learning assisted by "corpus-based glossary information" vs. "more direct and explicit vocabulary learning accommodations, such as dictionary definitions of target vocabulary items") is more effective for L2 learners with high or low proficiency levels (Warschauer et al., 2019, p. 95, 98). Second, text mining allows researchers to collect "unstructured log data" such as "timestamps, keystrokes, edit histories, and clickstreams" (p. 99) used in online collaborative writing activities. Patterns discovered by text mining will then inform L2 teachers how to improve their learners' writing skills, especially in a collaborative mode using Google Docs, for instance. In particular, the discovered patterns (e.g., collaborative and non-collaborative) help teachers determine tasks and arrange L2 learners' grouping to optimize their learning engagement, collaboration, as well as mastery of the 21st digital literacy skills. Third, social network analysis makes it possible for ELT researchers/practitioners to see patterns and dynamics of teacher-student and student-student interactions over time, especially on computer-mediated language learning.

In light of Warschauer et al.'s (2019) review of data mining research in applied linguistics, ELT scholars/practitioners interested in critical pedagogy can reach out to individual L2 learners, thus ensuring justice in the online/offline classroom, with better understanding of *what* they really need to learn (e.g., particular grammatical items or vocabulary words, and how to draw upon reliable online sources, etc.) and *how* they can learn certain L2 components more effectively, with learning apps or otherwise, either individually or collaboratively with peers and/or their instructors.

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[4] See https://www8.cao.go.jp/cstp/english/society5_0/index.html.

The Current Indonesian Government's Expectations

A lot of teachers and students alike lament over a chronic fact of *ganti menteri, ganti kebijakan* ("change of minister, change of curriculum" [Tilaar, 2014, p. 152]). Tilaar even contends that "education has at times been transformed into means of practical politics" (p. 151), such that "the national education loses direction" (p. 7). Regardless, one of the currently well-known major policies of the Ministry of Education and Culture is *Merdeka Belajar - Kampus Merdeka* (MBKM or Freedom of Learning - Free Campus).[5] Viewed positively, this policy brings a ray of hope in Indonesia's education, especially because, at least on a superficial level, this policy resonates with the spirit of liberation in education. I am personally glad that MBKM, which was introduced by the Minister of Education and Culture Mr. Nadiem Makarim at the end of 2019, somehow relates to my take on liberating education where learners should be given ample room for pursuing their personal passions, without losing sight of global issues, as reflected in the United Nations's Sustainable Development Goals (see Mambu, 2019a).[6] Put another way, there is a stronger need for students, including L2 learners, to make their learning relevant to their passions and global needs at the same time.

A major question remains, however, as to how the large (and promising!) MBKM policy translates into meaningfully down-to-earth practices that address real-world problems and go beyond simply meeting administrative requirements for university/college student graduation and lecturers' fulfilling *Beban Kerja Dosen* (Lecturers' Workload) or career advancement (from *Asisten Ahli, Lektor, Lektor Kepala* [associate professor], up to *Guru Besar*/full professor).[7] This question can be a basis for exploring (uncharted) L2 learners' needs, especially in the Indonesian context.

The question of how to implement MBKM in the context of ELT in Indonesia can be broken down to a number of "smaller" sub-questions. In particular, some important questions associated with critical spiritual pedagogy include, but are not limited to, the following: How do international student exchanges help English language learners from Indonesia improve their sense of social justice during their sojourn abroad? What roles can English Language Education student-teachers play in raising social justice awareness through English language teaching and learning at school? What attempts can English language teacher educators make to increase student-teachers' involvement in humanitarian projects and/or community development in villages? In what ways can English language teachers/teacher educators nurture social entrepreneurship (which is committed to raising funds for

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[5] See https://kampusmerdeka.kemdikbud.go.id/.
[6] I had written this op-ed article several months before Mr. Nadiem Makarim was sworn into office. The article was inspired by critical pedagogy/literacy, although I did not mention it explicitly there.
[7] See https://lldikti8.ristekdikti.go.id/wp-content/uploads/2021/02/Salinan-Kepdirjendikti-tentang-PO-BKD.pdf; https://www.youtube.com/watch?v=Wn7RggZi6VM.

addressing real social problems -- see Praszkier & Nowak, 2012) in their students' language learning?

I am fully aware that the aforementioned questions assume that there are needs (at least on the part of English language teacher educators like myself) for students to be aware of and achieve social justice, especially through MBKM implementation. Put simply, such questions related to social justice are my (and like-minded English language teacher educators') bias(es). Yes. I do not deny my bias. That said, when my students at UKSW, for example, share the same wavelength with me, I dare say it is also their need to achieve social justice through English language teaching and learning. In turn, my UKSW English language education undergraduate students can impart their passion of social justice to their L2 learners at school or non-school contexts.

The Whole Person Education (WPE) Perspective of the United Board for Christian Higher Education in Asia (UBCHEA)

Apart from living up to the Indonesian government's expectations, since decades ago UKSW and a number of other Christian/Catholic universities in Indonesia have been affiliated with (and shaped by) the United Board for Christian Higher Education in Asia (aka United Board/UB). As one of top-managers/leaders at UKSW, I have had to be familiar with the long history of our involvement in the UB circle. In fact, UKSW also has had both rights and responsibilities to execute programs that are in line with the UB's mission and mostly funded by the board. One of the UB's missions is for member universities to introduce, endorse, and implement Whole Person Education (WPE). Central to WPE are spirituality, ethics, and intellectuality. The UB, moreover, "[promotes] a framework that grounds teaching and learning in academic rigor, social concerns, and moral inquiry."[8]

WPE is resonant with my specific interest in critical spiritual pedagogy! In particular, WPE is a form of character education. Mambu (2015) examines the complexity of assessing character education in the ELT classroom at a university. This work seems to have fulfilled my female Muslim student's need to explore a similar line of inquiry into character education as perceived by one Muslim and one Christian English teachers in their classrooms at a state senior high school context (Vivianingtiyas, 2017). From my current perspective, it is my responsibility to not only cater for the need of my students who need to complete their undergraduate final projects (like that of Vivianingtiyas) on topics I am also interested in, but also how in future projects I should extend my understanding of character education/building in English learning contexts as viewed through the WPE lens.

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[8] See https://unitedboard.org/programs/learn-whole-person-education/.

The Current ELT/Applied Linguistics Literature

In light of the ELT/Applied Linguistics literature, English language teacher educators/teachers and learners alike can tap into L2 learners' needs by exploring areas that are relevant to ELT (see Table 1). By understanding the knowledge base of ELT/applied linguistics, teacher educators like myself can identify and explore specific literature/references on a particular ELT-related topic (e.g., motivation, desire, spirituality, etc.) to address problems in the ELT context (e.g., students' lack of motivation; whose desire it is that students draw upon in their English language learning [Motha & Lin, 2014]; is it okay to incorporate religious faiths in the ELT classroom? etc.). The last two questions are certainly part of the CSP domain I have been interested in. My point here is that the knowledge base of (or various areas relevant to) ELT/applied linguistics can be viewed from the perspective of CSP (see Table 1 again). With the mapping of ELT vis-à-vis CSP knowledge base, L2 learners' needs that have not been sufficiently addressed in real contexts (e.g., more equal access to digital technology; critical thinking development in skill courses like reading; more just English classrooms in terms of race, gender, or social class) can be fulfilled through humanitarian aids, research, and pedagogical interventions.

Table 1: CSP views on different areas of ELT.

Knowledge base of ELT	Inexhaustive views related to critical (spiritual) pedagogy
Linguistics in relation to English language acquisition, teaching, and use	"Linguistic and cultural discrimination" (Chan, 2016); critical discourse analysis (O'Halloran, 2011); English grammar learned in a critical class (Morgan, 2004).
The four skills (i.e., listening, speaking, reading, and writing)	Critical literacy orientation to a reading course (Abednia & Izadinia, 2013).
ELT curriculum (e.g., needs analysis, learning objectives/outcomes, syllabus design, ELT materials development, language assessment)	See Crookes' (2013) chapters 2 ("Getting started: Materials and curriculum content") and 3 ("Components of critical language pedagogy).
Focus on **the ELT classroom** (e.g., classroom language discourse, classroom management)	Observations on critical (and spiritual) English classrooms (Mambu, 2016)
The (ideological) place of English in ELT worldwide -- English as a lingua franca;	See Mambu's (2019b) *critical pedagogy in the ELF era*.

English as an international language	
Identities of English language learners/teachers/teacher educators (in terms of race, gender, spirituality, etc.)	EFL learners' negotiation of spiritual identity (Mambu, 2016); L2 learners' social class (Block, 2015).
Focus on English language teachers/teacher educators (e.g., teaching approaches, strategies, methods/techniques, etc.)	Identifying language teachers' own emotions (e.g., anger, upset) as a springboard for "improv[ing] unfair and unjust conditions" like those related to high stakes language testing that put L2 learners at a disadvantage (Benesch, 2020, p. 37).
Focus on English language learners (e.g., L2 learners' motivation, desire, investment, learning strategies, etc.)	The notion of "investment" (on the part of L2 learners) implies their needs to learn a second/foreign language. It also "provides a critical lens that allows researchers to examine the relations of power in different learning contexts, and to what extent these conditions shape how learners commit to learning a language" (Darvin & Norton, 2016, p. 20).
Technology Enhanced Language Learning (TELL)	"Critical digital literacy to combat fake news" (Darvin, 2018); digital divide for English language learners, and how certain tools like speech-recognition software and "automated writing assessment systems" are biased against nonnative English users (Altavilla, 2020, p. 20). Another main issue is how digital technology designed for language learning can be accessed and effectively made use of by as many L2 learners as possible. Recall my discussion about data mining in light of Warschauer et al. (2019) above.
History of ELT	This is still an uncharted territory in the Indonesian context, although Lie (2007) summed up the history of ELT in Indonesia in general (not from a specifically CSP perspective). Shin and Crookes (2005) investigated the history of critical ELT in South Korea.

The UKSW Top Management's Perspective

On Institutional Relations

On top of my knowledge base as an English language teacher educator holding graduate degrees in applied linguistics, in the past few years I have also acquired, so to speak, the language of university management and *tata kelola* (governance) in terms of UKSW *renstra/rencana strategis* (strategic planning) and especially *Indikator Kinerja Utama* (or IKU, akin to Key Performance Indicators) of institutional relations and internationalization.[9] UKSW's strategic planning (2017-2022) puts a heavy emphasis on all faculty members' increased research performance and publication outputs.[10] Regarding institutional relations, therefore, it is my (heavy!) duty to make joint research and publications with other institutions, inside and outside Indonesia, possibly formalized and executed.[11] A small baby step has been made at least when my former student and I worked with a colleague from another university to publish an article exploring teacher cognition related to social justice; and we did it! (see Sulistyowardani, Mambu, & Pattiwael, 2020). And this publication is a concrete realization of a Memorandum of Agreement (MoA) signed in 2019 (effective for five years) between the Faculty of Social Sciences and Humanities, Krida Wacana Christian University (Ukrida) and the Faculty of Language and Arts UKSW about teaching, research, community service, and human resources quality development in the fields of English literature, TESOL, applied linguistics, critical pedagogy, and translation studies. Formalization and execution of MoA between UKSW and a partner university like Ukrida paves the way for more fruitful implementation of MBKM, which is highly needed by L2 learners in my department. Another real challenge is for a study program like ELE at UKSW to have more international industry, NGO, and top-ranked university partners and concrete programs with them.

On Internationalization

Concerning internationalization for ELE students, data from the Bureau of Cooperation and International Relations (or Biro Kerja Sama dan Hubungan International/BKHI) under my supervision suggests that in the past four years (since 2017), there have only been 22 ELE students going abroad for joining international programs: (a) one student to a partner university in Japan; (b) two to a partner university in Germany; (c) 19 students to various countries under the scheme of AIESEC[12] -- 10 to Taiwan; five to Thailand; two to Vietnam; one to Malaysia; and

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[9] I am currently UKSW's *Pembantu Rektor IV bidang Kerja Sama Kelembagaan dan Internasionalisasi* (Deputy Rector for Institutional Relations and Internationalization). My term of office started on November 30, 2017, and will supposedly end on November 30, 2022.
[10] Based on UKSW's SK Rektor No. 651/Kep./Rek./10/2018.
[11] At UKSW, all Memoranda of Understanding (MoUs), Memoranda of Agreements (MoAs), and Implementation Arrangements (IAs) have to be processed and documented through my office.
[12] See https://aiesec.org/.

one to Poland. The first two ((a) and (b)) are under the student exchange scheme, and students involved in (c) were those who did voluntary work, mostly teaching English as a foreign language abroad in formal schools or non-formal environments. [13]

From my perspective as a university administrator, this fact is a bit ironic, considering that in one batch/academic year/*angkatan*, there are over 80 students (except in 2020 where our students enrolled in ELE plummeted to around 40 only). As one of few study programs in which English is the medium of instruction, there should be a lot more ELE students participating in international programs. During the pandemic, it is impossible to go abroad, but when things become relatively normal again, I hope more ELE USKW students will consider going abroad not only for student exchange or voluntary work endorsed by the Indonesian government's MBKM policy, but also to contribute to solving real-world problems, which is also the noble aim of critical spiritual pedagogy, through service-learning, for instance (see e.g., Chao, 2016; Minor, 2002; Perren, Grove, & Thornton, 2013).

On the Tracer Study: English Language Education (ELE) UKSW Alumni's Profiles and Perspectives

My current responsibility as a university administrator also allows me to improve and monitor the so-called tracer study of alumni and users of alumni, especially English language education (ELE or *Program Studi Pendidikan Bahasa Inggris*) in our university. Since the beginning of my term of office, I have instructed my staff at the Bureau of Promotion, Public Relations, and Alumni (BPHA) and Students' Work Experience and Career Advancement (SWCA) division under my authority to make the tracer study centralized at a university level. This will make (and in fact has made) it relatively easier for our university through the bureau to report the results of tracer study to the Indonesian government whose surveillance has been very powerful to assess to what extent a study program (including ELE at UKSW) is healthy from the perspectives of alumni and users of alumni.[14]

There have been thousands of ELE UKSW alumni since the late 1950s, I believe, but the number of those participating in the tracer study is relatively very small (see Figure 1).[15] Therefore, I have to remain cautious that this data only shows a tip of the iceberg, although it seems that the majority of our alumni think that their current professions (or fields of work) are closely related to their undergraduate studies. Though relatively small, this data might indicate that ELE UKSW has been relatively relevant to our alumni's current profession.

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[13] I am grateful to Mr. Ryan Tuelah-Bundt for helping me identify ELE students' involvement in international programs.

[14] Unfortunately, the tracer study of users of alumni has been more difficult to conduct at a university level, especially that to elicit responses from users of ELE alumni.

[15] I thank Mr. Daniel Wahyu Nugroho, my SWCA staff, for helping me arrange the specific data of ELE alumni.

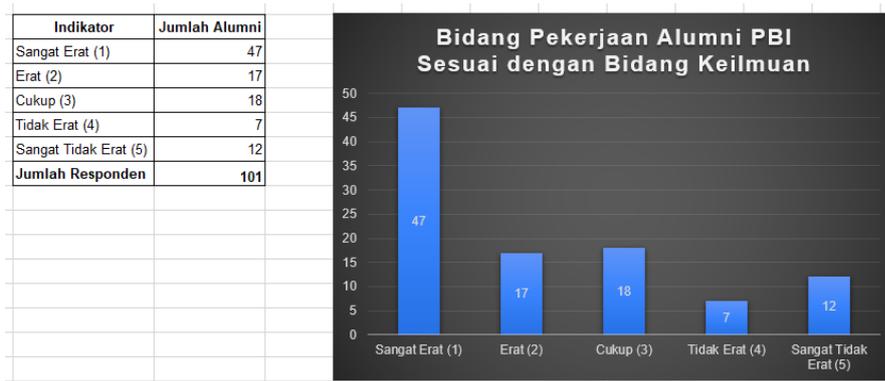| Indikator	Jumlah Alumni
Sangat Erat (1)	47
Erat (2)	17
Cukup (3)	18
Tidak Erat (4)	7
Sangat Tidak Erat (5)	12
Jumlah Responden	**101**

Figure 1. ELE alumni's perception of the relationship between their current field of work and their undergraduate studies at ELE UKSW.[16]

Qualitatively, 21 former ELE students who graduated between 2018 and 2020 provided their suggestions for the ELE study program and UKSW in general. Their responses, which in turn might be interpreted as L2 learners' needs as well, can be categorized in four main themes. First, according to some alumni, ELE students need to be better informed about job vacancies relevant to their major, even from the first semester of their studies.

Second, it is recommended that ELE students shop around or take courses and join interdisciplinary seminars outside ELE. For example: "Please add more types of seminars from different fields and disciplines" (Alumnus A). Alumnus B stated:

My hope is that inter-faculty/department courses are more socialized to students so they know them and are used to shopping around. Please enlarge class capacities for such courses. In real workplaces, a lot of things cannot be done if graduates depend solely on one educational background [or discipline].[17]

Third, some ELE alumni thought that active students should be more engaged in students' extracurricular activities. The assumption here is that the ELE study program will be better if its students are active. For example: "Be more active. Get involved in student organizations. Try new things like joining competitions and seminars/webinars. These will be useful for you in many ways" (Alumnus C). "Students need to develop their soft skills and competence in using technology so they can be more competitive in workplaces" (Alumnus D).

Fourth, alumni also encouraged UKSW (and I believe the ELE study program) to have more domestic and overseas partners. More sites for internships, which were demanded by a number of alumni, imply that there should be more partners,

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[16] Sangat erat = very closely linked; erat = closely linked; cukup = quite closely linked; tidak erat = not closely linked; sangat tidak erat = very not closely linked. N (total of respondents) = 101: 4 graduated in 2019-2020; 28 graduated in 2018; and 70 graduated before 2018.

[17] I have translated this and other ELE alumni's responses from Bahasa Indonesia to English.

preferably those which are formalized (from my perspective as a deputy rector). Establishing partnerships with alumni has also been endorsed in order for students to be able to "build connections" (Alumnus E).

Overall, the four themes above seem to boil down to the need (of L2 learners graduating from an ELE program of UKSW) to be competitive and hence more likely to be absorbed in the workforce. Over 40 ELE alumni graduating before 2018 also thought similarly in their responses to the prompt in our tracer study: "According to you, what knowledge and skills, which you did not learn in your study program, are relevant to the workforce?" (translated from Bahasa Indonesia). It is pragmatically or practically fine, especially because the Indonesian government demands that all universities in the country report how many of their graduates are already absorbed in the workforce within the first six months after graduation.[18]

However, viewed from the current critical ELT/applied linguistics literature, the themes above echo the very spirit of neoliberalism, which subtly requires people to be competitive and marketable. In their commentaries of the relationship between neoliberalism and applied linguistics, Block, Gray, and Holborow (2012) contend that educational institutions seem to have shifted from "pedagogical to market values," which entails "a fundamental shift in educational philosophy: the abandonment of the social and cooperative ethic in favour of individualist and competitive business models" (p. 6). I am not saying that all learners should abandon personal competitiveness in the workforce. Far from it. My larger point here is that as an English language teacher educator (inspired by CSP and the United Board) I think that L2 learners need to be whole persons (recall WPE). While it is necessary for L2 learners to be competent enough to secure jobs, they also need to nurture awareness of, and achieve, social justice.

Current ELE UKSW Undergraduate Students' Perspectives

One possible way of better understanding (changing) needs of L2 learners actively registered as ELE students, especially those at my institution in UKSW, is by conducting a survey to identify trends of whether they (especially in the first-year and final-year of their undergraduate studies) want(ed) to be English teachers in the first place, and if they do/did or don't/didn't, why. I am no longer the head of ELE study program, but as its former head and now a deputy rector responsible for student admission, I have been curious about ELE students' profiles, especially on the proportion of those interested in becoming English teachers compared to those who are not.

Recently I conducted surveys using Google Forms to investigate first-year and final-year ELE students' reasons for studying at UKSW. In both surveys to 2020 (or

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[18] See http://www.dikti.kemdikbud.go.id/pengumuman/pengisian-data-tracer-study-tahun-2020/.

first-year) students and 2017 (or presumably final year) students, I elicited (1) their student numbers (optional); (2) from which province or country they are from; (3) where they got information about ELE; (4) who decided on their place of study, especially at ELE UKSW; (5) their considerations to study at ELE, (6) whether they wanted to become English teachers when entering the university, and (7) why. And for final-year students, I added two questions: (8) what they want to become after graduation: an English teacher or not? or still undecided? and (9) why.[19] In the current paper I will only report and discuss my findings of students' responses to questionnaire items (6), (7), (8), and (9).

As of March 28, 2021, 27 out of 42 ELE first-year students (or 64.29% of *angkatan* 2020) filled in the questionnaire. Concerning questionnaire item no. 6 for *angkatan* 2020, 10 (37%) students stated they wanted to become English language teachers when entering UKSW last year; four (14.8%) did not want to; and 13 (48.1%) were still undecided (see Figure 2). Though inconclusive as less than 65% of the first-year students responded to the survey, the current findings can be interpreted in some ways. For example, it is necessary to evaluate today's relevance of ELE, particularly in UKSW, where the number of admitted students at ELE has declined in the past four three years.

Figure 2: 1ˢᵗ-year students' responses regarding whether they wanted to become English language teachers when entering UKSW.

There were relatively few final-year ELE students who responded to the survey – 14 out of 102, or only 13.73% (as of March 28, 2021) from the total number of the 2017 batch (*angkatan*). This suggests that the results are far from conclusive,

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[19] These surveys have been modified from a similar survey, which was conducted by Ms. Rini Kartika Hudiono, UKSW's Head of BPHA, to thousands of students from 14 faculties in UKSW. I also thank Mr. Ardiyarso Kurniawan (Faculty of Language and Arts' Coordinator of Student Affairs) for helping me to blast my surveys to first- and final-year ELE students via email on March 23, 2021.

although it is still interesting to compare their views in the first and final years of their undergraduate studies at ELE. In the first year (see Figure 3), those who wanted to become English language teachers constituted a minority group (i.e., only two or 14.3% of the 14 students); five students (or 35.7%) did not want to become English language teachers; seven (or 50%) were still indecisive. 2017-ers who want to become English language teachers has increased from two in the first year to four students (or 28.6%) in the final year (see Figure 4); three students (or 21.4%) do not want to become English teachers; and seven (or 50%) are still not sure.
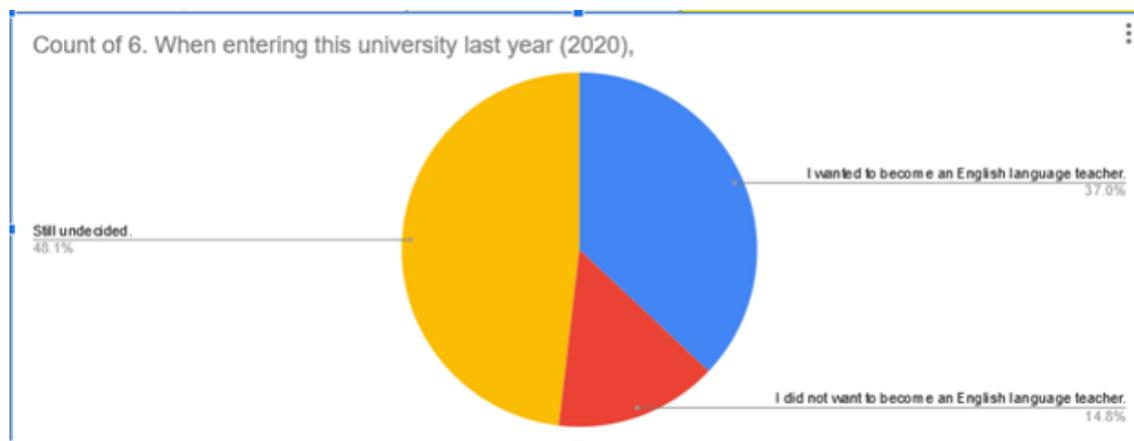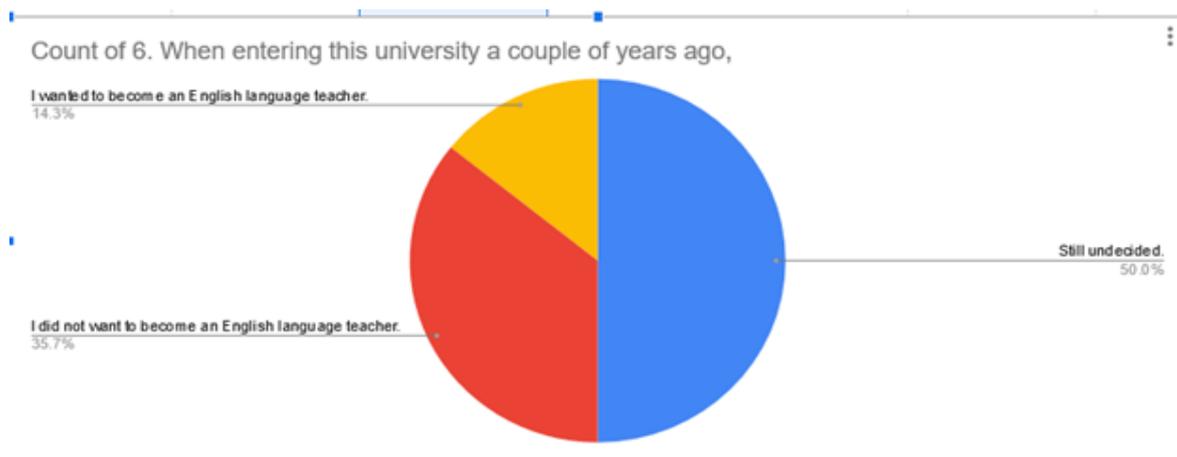

Figure 3: Final-year students' responses regarding whether they wanted to become English language teachers when entering UKSW.
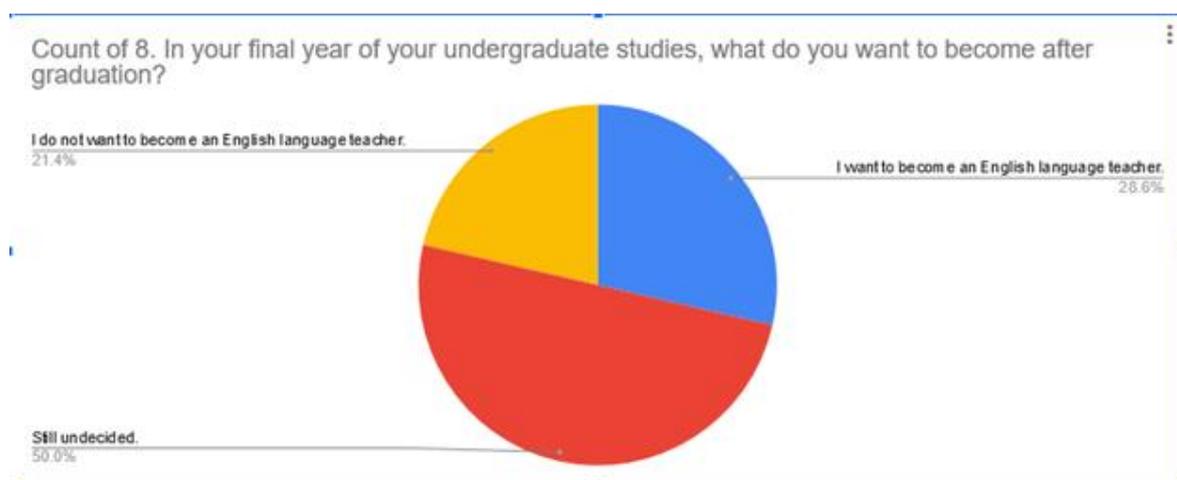

Figure 4: Final-year students' responses regarding whether they want to become English language teachers after graduation.

Similar to the 2020-ers (see Figure 2), final-year students are quite unsure whether they will become English teachers. Again, it seems that the relevance of ELE as a study program to produce English language teachers has been questionable, at least in the UKSW context. Some possible explanations that account for this phenomenon have surfaced internally (e.g., the English Literature study program, a "sister" *prodi* in UKSW under the same Faculty of Language and Arts, has admitted more students than ELE; a fiercer competition with both private and public universities offering ELE in Java and outside Java; the existence of *Pendidikan Profesi Guru* [PPG]/teacher professional education post-bachelor program in Indonesia, which allow non-ELE students to be certified as English teachers after successfully completing PPG).

Though interesting, more discussion about these explanations is beyond the scope of the current paper. What is more important here is how teacher educators at ELE UKSW in particular can attend to the needs, if not *desires* (to borrow Motha & Lin's [2014] construct), of both our first- and final-year active students who said they wanted to become English teachers. More specifically in view of CSP, I would like to focus on those who are not self-oriented but show or imply their commitment to empower others through ELT.

Table 2: First- and final-year students' explanations of why they want to be/still consider becoming English teachers.

Student	Explanation of why a student wants to be/still considers becoming an English teacher (copied verbatim)
112020A[20]	There are still many schools in remote places of Indonesia that need English teacher(s), and I like to teach kids.
112020B	It is because l want to help young generations to improve thier English skill because l realize that English is important in our life.
112020C	I want to become an English teacher because I want to share my knowledge with other children.
112020D	Because I want to share knowledge with others.

[20] To ensure anonymity, my coding is as follows: If I say "Student 112020A," it means an ELE student (coded as 11, the original code for ELE students at UKSW) who is a 2020-er, and A is to disguise his/her real serial number.

| 112017A | Go back to that time, I was still young and had an ambition to help many people to get English Language education. The reason is I saw all children in my neighborhood didn't get any language education in the elementary school. I considered we should at least can speak English to survive in this modern world (112017A's explanation for his/her first-year stance). |
| | This program prepares us to be an English language teacher. I also love teaching. But, I realized that being a teacher means we have a big responsibility towards our students future. I need to be ready to that responsibility. I wouldn't restrict myself only in teaching English if I have a chance to work in others field too. (112017A's explanation for his/her today's stance). |

As shown in Table 2, although there are only five students (out of 14 2017-ers and 27 2020-ers filling out the questionnaire as of March 28, 2021), their responses suggest that they are very potentially guided by CSP-oriented English language teacher educators (like myself) to attend to social justice. Olsen (2008) found that one of the reasons why the six teachers in his study in the U.S. context wanted to enter the teaching profession was due to their interest in social justice. As Olsen puts it: "A teacher might conceive of 'social justice' as teaching in communities urban, rural, suburban, or some combination--and in places personally familiar or not" (p. 35). Student 112017A stated in his/her first year: "... I… had an ambition to help many people to get English Language education. The reason is I saw all children in my neighborhood didn't get any language education in the elementary school." Student 112020A at ELE UKSW said: "There are still many schools in remote places of Indonesia that need English teacher(s)." These students' statements sound in line with Olsen's (2008) view. Furthermore, Olsen figured out that his research participants' "views of 'social justice' in teaching derived largely from each person's personal history and prior experiences working with children" (p. 35). Student 112020A continued: "... and I like to teach kids." Although Student 112020A is not in the U.S. context and still in her/his first year with probably no (extensive) English teaching experience, s/he is a potential English teacher who can have a social justice orientation. I hope the other students, at least the other four shown in Table 2, can have such an orientation, too.

Concluding Remarks

So, how do English language teachers/teacher educators (or L2 educators) co-construct their Indonesian-based learners' – students' or student-teachers' – needs of English language learning and teaching? Before going further on discussing co-construction of L2 educators' and learners' needs in an ever-changing world, allow me to address first the role of open-mindedness on the part of the former, not only as

teacher educators/scholars but also as people who might have (big!) administrative responsibilities.

English language teachers'/teacher educators' knowledge base is ever-expanding as they cannot simply draw on insights into ELT only from the mainstream literature (or knowledge base) of ELT/applied linguistics. Scholars like myself have to be open-minded enough to cherish administrative responsibilities as moments or opportunities to pose new questions and hence expand their knowledge base. Administrative responsibilities can enrich, instead of impoverishing or even alienating, their understanding of real-world contexts from more people (outside the "disciplinary boundaries" of ELT/applied linguistics as a field[21]) who produce texts in different settings (e.g., in government bodies; in international organizations like the United Nations that endorses Sustainable Development Goals and the United Board which promotes Whole Person Education; in a university where people like myself in their term of office have to be policy makers, etc.).

People seek a sense of purpose, meaningfulness, and coherence in their lives. So do I. As a person who has been intellectually intrigued by critical thinking, critical pedagogy, critical literacy, and spirituality, texts produced by people in various contexts (at different places and time) that resonate with my passion to advance scholarly endeavors in themes/real-world problems/issues have been related to critical spiritual pedagogy in the context of ELT/applied linguistics (e.g., Mambu, 2011, 2016; Puspita & Mambu, 2020, among others). With this intellectual commitment in mind, having been a university administrator -- as *kaprodi* or head of study program (2016-2017) and deputy rector (2017 to date) -- has not been an excuse for me not to produce scholarly work, both individually or collaboratively with students and colleagues, during my term of office.

One may question (again) how I respond to the needs of my students (who are L2 learners themselves). In view of the discussion thus far, L2 teachers/teacher-educators can create needs for L2 learners, such that they can explore their passions through involvement in various language learning activities, which in Indonesia can be framed within MBKM (e.g., student exchange, joint research into CSP/social justice issues in ELT, community development, social entrepreneurship, humanitarian projects, etc.). Put another way, with teachers'/teacher educators' guidance or scaffolding, L2 learners need to:

- pursue their passions in life through (i) English language learning (e.g., for high-school or non-English department students); (ii) research in light of the ELT/applied linguistics knowledge base and beyond (for student- /pre-service/in-service English teachers); or (iii) community development;

[21] For instance, Ms. Debora Natalia Sudjito, my colleague who is now UKSW's Head, Bureau of Cooperation and International Relations. She is a faculty staff member of the Physics Education study program. From her I know more about attempts to socialize WPE in UKSW.

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- address global issues (e.g., poverty, hunger, climate change, quality of education, injustices, etc.);
- improve their (critical) digital literacy skills

  together/co-constructively with other *people* (especially fellow L2 learners and more advanced L2 users), interacting with various *texts* in the same or different physical places, online platforms, and times/histories (or *contexts*).

In order for L2 learners to be able to fulfill their needs summed up above, English language teachers/teacher educators need to map out the landscape of their learners' perceived needs. This can be done by interacting with *people*, particularly by triangulating data from current/active students in an institution, tracer study of alumni, and tracer study of users of alumni. Otherwise, a study program's sustainability is threatened when/because English language teachers/teacher educators are not open-minded or aware of the needs of L2 learners or potential students. Plus, these teachers/teacher educators, especially those who hold structural positions as university administrators like myself, need to be committed to creating a conducive environment for L2 learners to be more actively engaged in joint events/programs/projects with overseas partner universities/schools, NGOs, and industries. This kind of commitment is a tall order for English language teachers/teacher educators, but is not impossible, especially when they want their teaching, research, and community service (or the *Tridharma Perguruan Tinggi*) in the MBKM era or beyond, in Indonesia or elsewhere, to be sustainable and meaningful.

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CULTURAL HYBRID LEARNING STRATEGIES FOR EFFECTIVE ONLINE TEACHING

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Abstract

The outbreak of Covid-19 pandemic has brought challenges for both instructors and students. The shift from the traditional offline to a distance online classroom has made instructors look into the alternatives of a synchronous, asynchronous, or a blended teaching and learning strategy. Synchronous online lectures are where instructors and students meet online using video conferencing, so instructors can give their lectures during designated class times. In asynchronous lectures, instructors record lecture videos and upload them in a learning management system (LMS) or YouTube for students to access. Meanwhile, the blended online learning strategy combines the synchronous and asynchronous strategies (Lapitan Jr., Tiangco, Sumalinog, Sabarillo, & Diaz, 2021, p. 117). Teaching at an English Department in Indonesia is joyful as many English teaching materials can be found online. However, most of the contents tend to be from a Western example. Thus, to make Indonesian students not become too Westernized, there must be a strategy to make students see the strengths of their own culture, so the Western materials are received as a guiding alternative. Soegijapranata Catholic University uses an LMS system, which makes use of Moodle for their online teaching and learning. In making an effective online teaching for my popular culture course, I employed the blended learning strategy, whereby I not only lecture the contents of my handbook to my students through a video conferencing media, but also make use of YouTube videos, and online pdfs to support the course. I will share what I have done to make students use cultural hybrid materials to them into creative and analytical. By use of a DLPCA (Discover, Learn, Practice, Collaborate and Assess) strategy my students managed to become innovative, critical and analytical in reporting what they have learned about the cultural hybrid popular culture products that were assigned to them.

Key words: *cultural hybrid, English, Indonesia, learning strategy, online, popular culture.*

Introduction

The world's higher education system in the beginning of 2019 has drastically changed due to the entrance of a pandemic known as the Covid-19 disease. This disease, which effects people's lungs has taken so many lives that people are continually wearing masks and doing physical distancing. This physical distancing condition has made campus buildings mostly empty due to students and instructors working and studying from home. Referring back to the time when the industrial revolution 4.0 was just commencing, many people were seen not ready to rely on the internet of things. Yet, although not as ready as that time when the internet technology era commenced, the new normal era of the Covid-19 pandemic has forced people to quickly adapt to the situation. As a result, people are using various kinds of digital media to make the education system continue to run as usual.

It is a fact that teachers and students were at first stressed with the idea that education relies so much on the internet. With Indonesian students living in areas where access to the internet is minimal, some students cannot enjoy the continual online learning. Although in universities, lecturers are living in cities with internet package subsidies from the government, and where the signals from the internet provider is considered strong, some reported that they still had their ups and downs. If it was not a provider internet strength issue, it was because the education online system used by the university may not have the appropriate LMS (Learning Management System) with IT staff to allow the advance play of digital technology exercises needed to make the education interaction interesting.

Online Learning Strategies

The Covid-19 outbreak, which commenced since March 2020 in Indonesia has transformed all university offline classes into an online one. At the beginning of the new normal era, some teachers felt awkward with the condition that they could not look straight into their students' eyes to find out whether or not students are understanding whatever they are lecturing. Due to the unstable strength of the internet signals from the students' part, they often have to turn off their camera and microphone. They reasoned their decisions to do so because their quotas are limited and only have enough to listen in to the lecture.

There are actually three kinds of online learning strategies. The first one is through a synchronous lecture where a lecturer uses video conferencing during designated times (Lapitan Jr., Triango, Sumalinog, Sabarillo, & Diaz, 2021, p. 117). The second type is through asynchronous means whereby the lecturers would have recorded their lectures in a video for students to access via YouTube, for example. The third alternative is to do blended learning which "integrates traditional learning with web-based online approaches, combines media and tools in e-learning environments, and combines a number of teaching and learning strategies irrespective

of the technology used" (Dukut, 2019, p. 167). In short, the blended learning allows the synchronous and asynchronous means to be used in unison.

Although the synchronous' environment is just like the traditional offline class, where a lecturer would be in front of the class teaching with students attentively listening and answer questions or give comments when asked to, some students may feel that it is not that interesting, and thus gets easily distracted to do something else at home. Hence, it is not often the case that the limited signal strength be an excuse to not follow the lesson well. The asynchronous alternative, is far more interesting only if the lecturer would take his/ her extra energy and time to make use of various digital media, such as the use of animations and special video and audio effects. With it uploaded in YouTube, however, does not give the opportunity for the lecturer to stop in parts of the lecture to check on students' understanding. There is no guarantee, then, if students are actually viewing and understanding the lecture well – although an advantage of this alternative is for students to view and re-view the video at their own time and pace. The blended learning, which combines both synchronous and asynchronous ways become the best alternative for a better teaching-learning process.

The Application of DLPCA in the Popular Culture Class

Soegijapranata Catholic University is "one of the universities in Indonesia that has been made ready for the COVID-19 situation" (Dukut, 2020, p. 31) by making use of Moodle software for its LMS. This facility enables lecturers to make use of a BBB (Big Blue Button) component, which provides an interactive lecture. In an interactive lecture, usually the students

> will be able to see and hear the teacher speak, chat live with other participants and the lecturer as well. Students can raise their hands using emoticons to draw attention to speak. Students can be assigned roles to give presentations just as in physical classrooms and even answer quick polls set by the teacher during a live lecture online (Abedi-Lartey, 2016, p. 2).

The BBB is similar to other video conferencing media such as the popular Zoom or G-Meet in that an interactive lecture environment is met. However, BBB is better in that, when a presenter shares her/ his PPT or PDF material everything else is still seen in its place with the public chat room and student participants seen on the left part of the material being shared.
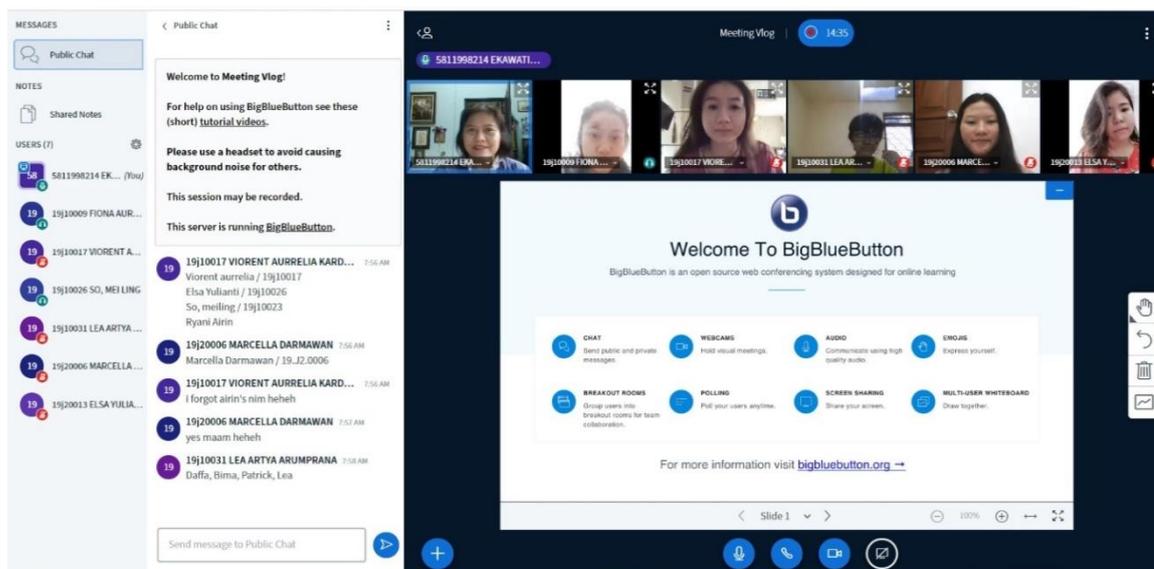
Figure 1: The BBB platform

This is unlike Zoom or G-Meet where if the PPT, PDF, Microsoft files, or Google internet page is shared fully, it disappeared from the presenter's screen, but is seen clearly in the participant's screen. In order to be seeing it, a participant could help by becoming a co-host and shares the screen for her/ him. Another alternative is for the presenter not to share as a slide show, but as being on its original PPT file with all of her/ his slides all filed up on the left side of the PPT. In more detail, the BBB has a number of other following features:

(1) Provides functions to record and playback live lectures, so students can access the video files anytime and have no excuse of saying that a lecture was missed by the students

(2) Provides a whiteboard where the lecturer can write on as she/ he speaks

(3) Provides the lecturer to become the class moderator or grant access to any participant to take over presentation roles

(4) Provides the lecturer to feed in a YouTube link for participants to see together a video on the same screen (Abedi-Lartey, 2016, pp. 17-18)

One of the courses that makes use of BBB for presentations is Popular Culture. It is a course that takes students to understand the definition of culture in general and later to the more specific characteristics of popular culture by interpreting and analyzing the popular culture products from the modern and globalized society. By learning to comprehend, interpret and analyze the popular culture of the globalized society, students are brought to understand better their own Indonesian society, in addition to becoming more creative and innovative in dealing with popular culture. In order to reach this goal, the DLCPA teaching-learning strategy is applied in the virtual classroom.

DLCPA stands for Discover, Learn, Practice, Collaborate, and Assess (Lapitan Jr., Triango, Sumalinog, Sabarillo, & Diaz, 2021, p. 118). In applying the strategy, the first thing to do is giving students the opportunity to have a Discovery phase on what and why popular Culture is all about by making available the syllabus and academic materials for the semester. The kinds of materials shared to students can be in the form of a PPT, video lecture recording, direct online lecture, or readings from a book or journal like seen in Figure 2:

Figure 2: Discover phase

Second, in the Learning phase, students are asked to read the materials given to them and asked about their understanding of the materials. In this phase, the teacher/ lecturer asks students either individually or in groups, to focus more closely on certain paragraphs or phrases. The students should have the strategy of skimming and scanning the reading material, so questions can be answered correctly. To avoid boredom in the classroom, elaborations from teacher can be brought livelier by screen sharing additional information from Mr. Google's internet (pictures, journal articles, YouTube films, etc.). In doing so, it is important that the teacher would have his/ her camera on (see Figure 3), to make students show a serious effort in participating the class.
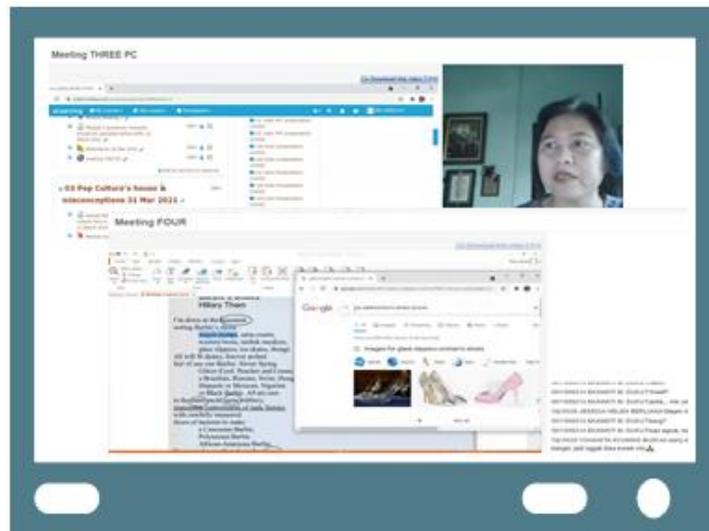
Figure 3: Learn phase

Practicing is the next phase. If in the previous class session, the teacher is the one actively showing, which important part of the reading material should be focused on and elaborated with additional details to ensure the students' understanding – in the practicing phase, the teacher just gives the academic reading material for students to read and either have them individually or have group discussions to answer the reading questions assigned to them (see Figure 4).

Figure 4: Practice phase

Students in this phase are challenged to read critically, so they can then have an idea on using the reading's information as a guide for a possible research on Popular Culture. To ensure uniqueness and credibility, students are assisted to make use of a cultural hybrid approach.

Next, students are asked to Collaborate with their peers in understanding those readings to then each make an academic paper about a Popular Culture product based on the readings they have read. Here, the teacher shows up detailed questions to

particular readings, and give video lectures about a topic that supports the reading already given to students. This collaboration exercise, like seen in Figure 5 via cyber chat or BBB breakout rooms among students, will help them use their creativity and critical thinking to interpret and analyze the readings in a qualified manner.
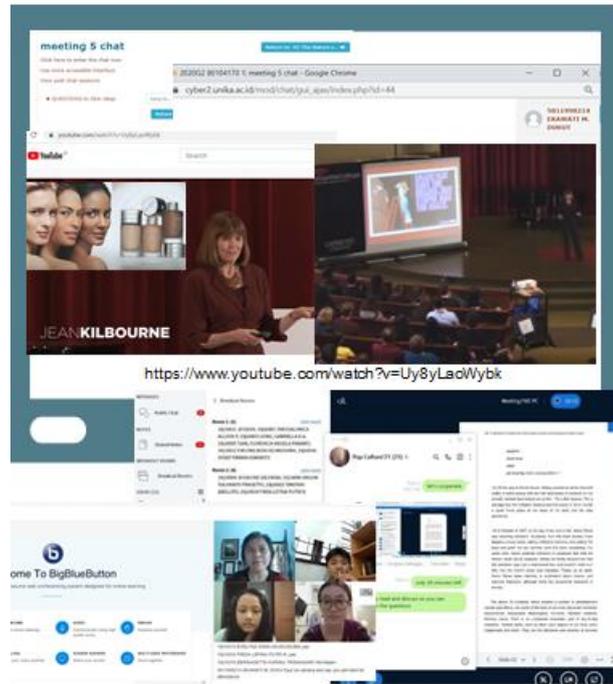
Figure 5: Collaboration phase

Finally, in Assess, the lecturer can make use of "formative and summative assessment" (Hartono, 2020, p. 31), which evaluates and gives feedback to students on how to make a qualified academic paper. The lecturer can make use of cyber.unika.ac.id (Moodle's) system to upload MS Word assignments, multiple choice quiz, or questions given through a video or audio recording sessions – as forms of assessing how much the students have understood the lessons given (see Figure 6).
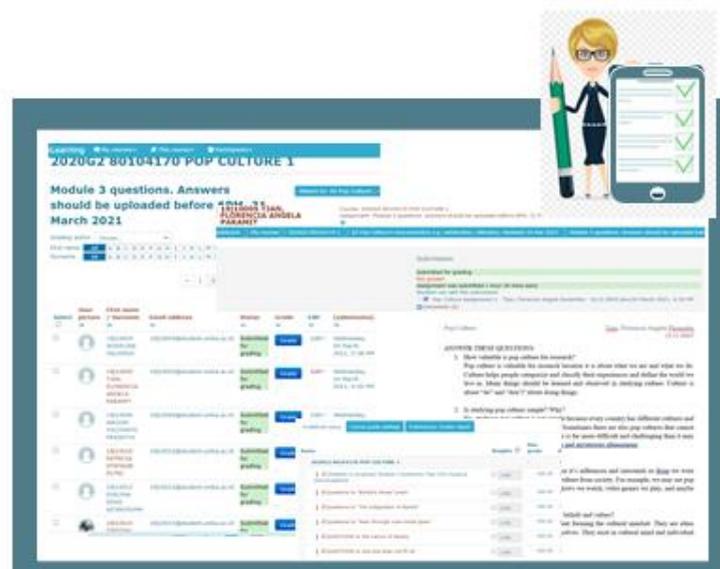
Figure 6: Assessment phase

These kinds of exercises are usually taken up as daily assignments. The Mid Test assessment can be in the form of uploading and presenting a PPT, and the Final Test can be a 10-15 page academic paper about an agreed Popular Culture topic.

Cultural Hybridity in Popular Culture Projects

Writing an academic paper about Popular Culture by using published journal manuscripts as the basis may make students trapped into doing plagiarism. For example, in writing about the popular United States of America (USA)'s McDonald's beef burger, or the popular dance steps and costume used by a South Korean girl band while singing their song, or discussing about the popular Marvel hero movie; there are already endless manuscripts and pdf books available online. This condition may make students commit plagiarism. For this reason, it becomes the goal of the Popular Culture class for students to use the academic readings as a comparative data to an Indonesian Popular Culture product that experiences cultural hybridity.

By definition, cultural hybridity means the combination of more than one cultures. If the Popular Culture to be discussed is about the American or Korean culture, then the other culture to be compared is the Indonesian culture. With some guidance during students' consultations, topics presented by students in the BBB platform ranges from the comparison of, for example, the American McDonald's burger vs the Indonesian burger *tempe* see Figure 7) and the Marvel comics' Superman hero vs the Indonesian Gatotkaca (see Figure 8). The display of the students' PPT are as follows:

Figure 7: McD burger vs Burger *tempe*

As seen in Figure 7, it is interesting to see how the student doing the burger project is able to relate the similarity in its cultural value and display of the burger *tempe* and the McD burger. In discussing about the cultural value, it is pinpointed that both the US and Indonesian fast-food burger has been constructed for people, who have no time to make their own breakfast or lunch at home. Display wise, however, it is seen that there is a difference in the material and ingredients used due to the traditional type of menu the local consumers dine in. Where the McD burger relied on beef and lettuce with tomatoes and onions in between the buns made from flour, the Indonesian burger relied on *tempe* (a fried soybean cake patty) as the buns with some vegetable like lettuce with tomatoes and cheese in between. On a quick inspection, both look like burgers. However, inspecting them closer the different shaped bun with different source material is nevertheless seen clearly. In both products, although a slice of cheese is inserted in it, the soft bread texture of the burger bun is definitely different from the coarser *tempe*. Taste wise, the sweet, soft buns made from flour is so much different from the fried, tangy, rather crunchy soy bean made *tempe*. Dealing with how popular culture products manage to attract consumers, the student who did the burger project comes to the conclusion that global products may use local and vice versa local products make use of global ways or ingredients to make it popular and be bought and consumed by many people.

Figure 8: Superman vs *Gatotkaca*

As done with the project on McD versus *tempe* burger, Figure 8 also shows two products to be compared, i.e., two great superheroes. Superman from the U.S. is already a popular hero that people all over the world has known. Starting from an influential character in a comic book, Superman has been popularized through the cinematography of the recent Marvel movies. If a popular culture student would only work on his/ her analysis on Superman, the student may not have come up with something unique. However, since it is being compared to Gatotkaca, who is a hero popularly known in Indonesia, especially in the Java Island; it gives the opportunity

for students to discuss about the uniqueness of the local culture. Henceforth, it makes it possible to see the popular culture product through a cultural hybridity means, where local global, or in the same sense, global local elements are being used. Not only can the physical appearance of the superheroes' costume and body built are being discussed, the life values of these heroes, who are fighting for their people can be discussed in an analytical way. Costume wise, both heroes wear tight to skin clothing, which entails light clothing that supports their flying to the sky activity, with boots made to show their powerful legs for running swiftly. If Superman has a red cape to help him fly, Gatotkaca has a gold wing behind his back. Although in reality gold maybe heavy, the gold color is depicting how important and exclusive the hero is because in the Indonesian culture, only guardians or military people who has a high rank and thus have enough wealth can purchase gold to armour their special body. Body built wise, both are seen sporty and have strong muscles to support them in fighting villains that come across them. In discussing about cultural value, the student who did this project was able to come to the conclusion that the heroes can only become popular only if both can fulfill the people's hopes that heroes are strong with supporting armours to defeat all evil.

Both PPT sample presentations become proof that an interesting academic discussion has come out of the project, only if students make use cultural hybrid means. By comparing a global popular culture product from the USA with Indonesian products, the students' presentation become unique. More importantly from this project, the students received the training to do something, which is not plagiarizing other people's work.

Conclusion

The Covid-19 pandemic has resulted not only instructors but also students to become creative and innovative in applying the blended teaching and learning strategy. Although class sessions have moved from an offline to an online version, it did not necessarily give easy activities for both instructors and students. The many data found from the internet, and if not, the making of interesting and effective online or video recorded lectures have to devised cleverly to avoid plagiarism and other kinds of copyright issues. As discussed in this article, the DLPCA strategy has helped Popular Culture class sessions become effective and interesting. Students were challenged to avoid boredom by following lectures enthusiastically with various play of video recorded lectures, or analysing and interpreting YouTube materials that meets directly with the readings to be discussed in class. The comprehension of the readings was then made more challenging with the task for students to find a local comparative to interpret and analyse, until they were able to make good use of them as supporting materials for their PPT presentation, which becomes a basic foundation for their final paper projects. This article has shown that cultural hybrid means of comparing and combining local-global or global-local popular culture materials were used to ensure the projects' ingenuity.

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THE USE OF EUPHEMISM IN ENGLISH LANGUAGE TEACHING AT ENGLISH EDUCATION DEPARTMENT

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Abstract

Figurative expressions are common language phenomenon in diverse communication activities. Thoughts or ideas are said using certain figurative words and the choice of words always matter. Students tend to be less motivated and their achievement seems to be less respected due to misuse of language expressions. Euphemism refines unpleasant things in communication in the setting of teaching and learning process which offers alternative expressions to be used by teachers so that the words or sentences used will be more acceptable instead of giving negative judgment to students. This is a descriptive research with qualitative approach. The data were collected by virtual interview and observation due to current condition of teaching and learning activities in the recent months. The data were then analyzed using linguistic theory and interpreted as findings. The result shows that are twenty euphemistic expressions are frequently used by lecturer to students, both in type of positive and negative euphemism. There are eleven data categorized as negative euphemism (55%) and nine expressions grouped as positive euphemism (45%) . In particular, the use of euphemism were found in the purpose of substituting words concerning with taboo, bodily function, sensitive issues such as race, culture, religion, culture and other unpleasant things such as judging students' low achievement and giving feedback. In conclusion lecturers at English Education Department make use euphemistic expressions to refine unpleasant things and straight words to judge students so that there can be harmonious relationship among lecturer and students in teaching and learning process. Euphemism is targeted to students so they are not less motivated and they feel appreciated since the choice of spoken expressions of lecturer are elegant and acceptable instead of rude and unpleasant without failure in delivering original meaning of the messages to them.

Keywords: *language, euphemism, english, teaching, English Education Department.*

Introduction

Language plays important roles in diverse communication settings. People use language to deliver messages each other but also maintain harmonious relationship as well. By uttering something, someone does something. Thoughts or ideas are said using certain words and the choice of words always matter.

Figurative language undoubtedly becomes common language phenomenon. Turner (2002:125) argues that figurative language is as special as it concerns emotional communication, which tightly reflects something about people's ordinary conceptualizations of their complex experience. A message is often delivered figuratively concerning with how to say instead of what to say.

There are various kinds of figurative languages used in any communication setting. Euphemism is one of figurative languages which forbids people to speak about unfavourable things by neutralizing its unpleasant meaning (Wardaugh, 238). Euphemism softens exact words since it renames original words with more acceptable alternatives. This kind of expression usually appears in public setting so that the meaning can be delivered more politely. As Allan and Burridge (2005) put it that euphemisms are words (or phrases) substituted for other words thought to be offensive to avoid the loss of face; either one's own face or, by giving offense that of the audience, or some third party. Euphemism tends to refine unpleasant things so that those become more acceptable.

In classroom learning interactions, it is common for expressions of harsh value to be expressed often thrown by the lecturers to students with the intention that these students can follow what the teacher instructs. Behind these spoken harsh expressions, hidden impacts that are not good for students and lecturers. As for that impact what will happen is the loss of student confidence caused by words teachers who discredit students in front of their peers. Another thing that arose by this expression is the loss of student confidence in the lecturer concerned, because the lecturer verbally judged too harsh and did not value students as his student. For instance, students those achievements are not as expected, lecturers need to be wiser in responding instead of judging using direct words that tend to give long-term psychological effects to students, such as changing "your answer is totally wrong" to "I guess you just answered differently". This is viewed more acceptable to be uttered.

Theoretical Bases

The term "euphemism" is derived from the Greek EW (well) and Pannai (to speak), originally "to use what of good omen". (Victoria Fromkin,Robert Rodman, et al, 1990:479) The understanding of euphemism as widely known today as the replacement of a harsh expression that may offend or deal with sensitive references. A euphemism is a word or phrase that is chosen in context of a inappropriateness or offensiveness. When a phrase or word is euphemized, it potentially neutralizes the

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meaning of original word. Euphemisms are used to conceal unpleasant idea, so that it will sound more acceptable to such public environment.

Euphemisms emerge in language due to the need of language users to use less offensive, embarrassing or direct words and replace them with more pleasant or indirect words" (Danglli, 2014:30). It is beneficial since language users are still able to deliver the thoughts or ideas without possibilities to offend their listeners or readers whenever the terms concerns with tabooed or any unpleasant words.

Horny (2005) defines euphemism as words or expressions that refer indirectly to some inappropriate, unpleasant, or embarrassing problems to make it look more acceptable. In other words, indirectness becomes one principle of euphemism so that harmonious relationship among language users is still maintained.

Since communication life develops day by day, people often talk about concepts that tend to be sensitive such as religion, sex or bodily parts,political terms, and many unpleasant things. In order to deliver truth, the meaning still needs to delivered, but it is asocial to directly utter it with original words. Euphemism exists as appropriate substitution for such concepts. As the result, the words or phrases are then neutral and more elegant and acceptable as well.

Taylor-Meyer (in Mazidah, 2007) identified the five kinds of euphemisms namely consultative, formal, casual, intimate, and frozen styles. The first refers to the frozen style, which indicates a level of language considered very normal. For example, "I really appreciate for all the efforts, and I am in readiness to announce that none of you passed the mid-term exam and you are all scheduled to next test" Thus, the frozen language is commonly used in the announcement.

The next type is the formal style that is an utterances functioning as a single unit and in which meaning cannot be instantly figured out from its separate parts. For example, many idioms are the examples of formal style.

The fourth type works to intimate, means non-public. It is the intonation which has more importance than structure and word or phrase, so it is private word list.

According to Fujita (2004), there are two types of euphemisms, positive and negative. Positive euphemism makes the euphemistic words look altogether more beautiful and important than it really is. On the other hand, the negative euphemism replaces language that people commit to avoid.

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Method

This research was carried out in qualitative design. A qualitative research approach is a type of research that produces descriptive data in the form of written and spoken words from people or observed behavior (Bogdan and Taylor in Moeleong, 1990: 3).

Data collection in this study was done through recording, documents, and field notes Data collection through the recording method is utilized to obtain oral data in the form of teacher and student speech in learning interactions (Mahsun, 2007: 92).

Researcher acts as the main instrument in this study. To assist researchers who act as the main instrument, an analysis guide is used to accommodate the research data. The supporting instruments used were mobile phone and field note formats.

The esearch data were analyzed through the Miles and Huberman flow model consisting of: (1) identification, (2) data reduction, (3) data presentation, (4) drawing conclusions and verification, and (5) final conclusions and recommendations.

Results

The lists of euphemistic expressions uttered by English lecturers at English Education Department are listed below:

1. *Senior*: old Student
2. *Slow*: Lazy
3. *Emotional*: angry
4. *Disable*:handicap
5. *Something*: mistake
6. *Chubby*: fat
7. *Less punctual*: late
8. *Challenging*: difficult
9. *Economical in telling the truth*: liar
10. *Only few of students are not bad*:Many of you failed
11. *I demand your quiet environment*/ Keep silent
12. *I want to go to the bathroom***:** I need to pee
13. *What are you discussing about***?**/ Gossiping
14. *See you next week*/ You cannot join today's class
15. *You are not in your best potential*/ You made some mistakes
16. *Honesty is the key*/Don't cheat
17. *Would you please finish it silently*/Work with your hands not lips
18. *Unauthorized borrowing*/Plagiarism
19. *Most imperfect*/The lowest grade
20. *Less friendly lecturer*/fierce lecturer

Based on the findings, there are nine data grouped as Positive Euphemism (Fujita, 2004):

1. Less punctual instead of Late
2. Challenging instead of difficult
3. Only few of students are not bad instead of many students failed on the test
4. I demand your quiet environment instead of keep silent
5. See you next week instead of You cannot join today's class
6. You are not in your best potential instead of Most of your answers are incorrect
7. Honesty is the key instead of Don't cheat
8. Would you please finish it silently instead of Work with your hands not lips
9. Most imperfect instead of the lowest grade

Besides, there are eleven data classified in this kind of negative euphemism, those are:

1. Senior instead of Old Student
2. Slow instead of Lazy
3. Emotional instead of Angry
4. Disable instead of Handicap
5. Something instead of Mistake
6. Chubby instead of Fat
7. Economical in telling the truth instead of Liar
8. I want to go to the bathroom instead of I need to pee
9. Your attention please. What are you discussing about? instead of What are you gossiping about?
10. Unauthorized borrowing instead of Plagiarism
11. Less friendly lecturer instead of Fierce lecturer
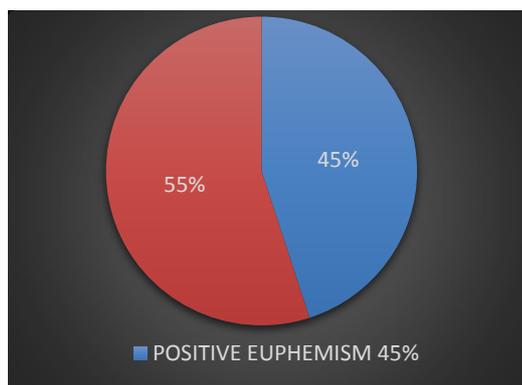
Figure 1: The Percentage Use of Euphemism in English Education Department

Discussion

In the environment of teaching learning, students and lecturer are interrelated. The communicative capability of lecturer is influential in delivering lesson and achieving teaching objectives. It is common that when students do not pass the text or fail in some parts of the lesson, direct expressions are preferred to use. However, this is ineffective regarding both social and psychological impact to students.

By saying something, lecturers as model do something to their students. Direct or original words particularly terms that are sensitive have long-term effects when those are chosen to utter. Euphemism offers alternatives to be used by lecturers when facing such situation. It is still appropriate using euphemistic expression since this do not reduce the meaning delivery, but only giving certain substitution by renaming with other words with more acceptability.

When the words are euphemized by the lecturer, this proves that he or she is wise language user. Besides, this strengthens the social function of language which is to maintain harmonious relationship, not only transferring ideas or thoughts and feeling.

Conclusion

Data 7,8,10,11,14,5,16,17,19 contain euphemistic data related belong to positive type since these expressions do not deal with tabooed references but refined by beautifying the sentences so that the delivery of the message is more elegant and acceptable to the hearers. On the other hand, data 1,2,3,4,5,6,9,12,13,18,20 are categorized into negative types of euphemism due to substitution from sensitive and taboo concepts. As the result, the original message are delivered without offending the listeners. The use of euphemism by lecturers of English Education Department becomes an interesting linguistic phenomenon that is beneficial in socially criticizing students, wisely judging, and elegantly telling the truth. This linguistic study presents more acceptable options used in adjusting diction that tend to be less respectful, since teacher or lecturer also have role as public figure that should have wisdom in both verbal expressions and actions .

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LEARNING AUTONOMY AND THE ACQUISITION OF ENGLISH LANGUAGE SKILL: A SYSTEMATIC REVIEW

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Abstract

Autonomy learning is essential in this modern era as it would beneficial both for teachers and learners. The research paper aims to discover what learning autonomy is, the advantages, the barriers and the challenges of applying learning autonomy in language learning. The participants of the reviewed studies were mostly treated English as a foreign language or EFL and at higher level of education. It is found that the autonomy learning has such correlation toward motivation, self-efficacy, anxiety and proficiency in language acquisition; and had significant result after employing learner-centered base activities. Moreover, it is found that the way learners engage autonomy learning outside the classroom through internet and etc. However, there are spots that needed consideration, support and commitment from institutions, teachers and parents and society in order to make the autonomous learning be realized as it is argued that autonomous learning could not be able to foster by itself. Finally, the recommendations and suggestions were deployed for further research.

Keywords: *learning autonomy, EFL, systematic review*

Introduction

English is the widely known language that could connect people of every continent in the world (Asif, Bashir, and Zafar 2018), nevertheless, there are still lack of opportunities provided for learners to practice the language effectively. In fact that, many learners are well equipped with the knowledge but not for communication ability to express their ideas (Mohammadi and Mahdivand 2019). This kind of situations would likely to lead them not capable to use the language independently in any environments. Because of this, the conventional method of learning should be replaced by learner-centered activities. The learning autonomy on learners could be fostered when there learner-centered teaching was implied, then by doing so, they will become autonomous learners (Orsini-Jones, Smith, and Jiao 2018). It is believed that when they are responsible and aware on their own learning process and goal without a tendency to depend on teachers' correction and guidance and yet be creative on their own, then, the autonomy has been developed (Begum 2019). It equips learners with the skill to overcome obstacles in different nature that may arise between them and their learning objectives which believed that is essential in the current world situation right now. Hence, especially in this era of 4.0, learners' solve-problem skill, independency, creativity, and responsibility on their own learning process were sought as the objective that required to attain among learners in English language acquisition.

The current study was trying to oversee the effects of autonomy based-learning, the approaches of autonomy based-activity, the efforts to foster or promote learning autonomy, autonomy predicators and also the its correlation to other variable such as motivation, anxiety so on in progressing learners language acquisition in whole term. There were twelve articles that related to the field of study which range from 2015 to 2020. The results of those studies have been summarized up in the findings. Therefore, this paper written purposely to answer the following questions:

a. Where the studies conducted?
b. Who and how many were the participants of the studies?
c. What were the main aims of those studies?
d. What methods were used in those studies?
e. What were the main findings?
f. What are the implications, recommendations and suggestions?

Method

The systematic review was used to review the several related studies that shared the same topics and objectives in study. It is quoted that systematic review is an essential tool in collecting the critical evidence based on the fact, whereas to construct the based guidelines, constructing structural decisions and the guidance for

the future research (Aydın and Gürol 2019) . Moreover, the systematic review should be able to find the fact in particular research of studies. This systematic literature review involves the following steps:

1. Defining the questions and choosing keywords, inclusion and exclusion criteria and databases.
2. Carrying out the literature study.
3. Screening the references.
4. Assessing the quality.
5. Extracting the data into a summary table of information.
6. Synthesizing the studies to answer the research questions.
7. Writing up the report.

The main goal is to dig deepen about the research of implying learning autonomy in improving the learners' language acquisition, intelligence, self-development and awareness also to provide the result of related studies. In the key search items used were "personal autonomy", "learners' autonomy", "English as a foreign language" or "EFL", "teacher' perception" and "learners' perception". The studies have examined through well-known electronic databases website namely *Educational Resource Information Center* or *ERIC* and *Google Scholar*.

Inclusion criteria:
- Research that focused on learning autonomy
- Research that focused on the result of autonomous learning in term of education
- Research that focused on an online full text article that can be accessed readily
- Academic article publication from 2015 to 2020

Exclusion criteria:
- Literature focus on autonomous learning

Therefore, the summary has been covered in the following term: (1) Citations, (2) Contexts, (3) Participants, (4) Research questions, (5) Methods, (6) Findings, and (7) Notes. The number of articles that have been reviewed are twelve. Moreover, the collected data was synthesized by researcher to answer the research questions of the study

Findings

The Context and participant of the Reviewed Studies

Table 1 demonstrates the information regarding the number of studies conducted in related studies were found along with its participants. It is found that all of the reviewed studies treated English as a foreign language term. Two studies were from Turkey (Öztürk 2020; Unal, Celikoz, and Sari 2017). Two from Iran (Mohammadi and Mahdivand 2019; Sanadgol and Abdolmanafi-Rokni 2015). Two were from China (Jianfeng et al. 2018; Shi and Han 2019).

Table 1: Studies from 2015 to 2020

Country	Level of the Participants	Number of Study(ies)
Turkey	University Learners	2
	Secondary School Learners	1
Iran	University Learners	1
	High School Learners	1
China	University Learners	1
	University Learners	1

Main Aims of the Reviewed Studies

Each reviewed studies had come with its own study objectives to attain, however, it is found that the main aims is that to find out the effectiveness, benefits or advantages of autonomous learning also to seek the correlation between other variables and the last but not least the efforts to promote autonomous learning then to seek what indicators would be indicated as autonomous learning. Besides that, the challenges and disadvantages in implementing autonomous learning in learning language is under reviewed, also. Hence, the suggestion along with recommendation to the reader is provided.

Research Methods in the Reviewed Studies

Table 2 represents the research methods from reviewed studies. The reviewed studies come with its own research methods, there were quantitative research which research based using a questionnaire as their instruments (n=6); follow after that is qualitative research which is based on survey, observation or even interviews (n=4); and the last was the mixed-research method where the effort was to combine both quantitative and qualitative data respectively (n=2). It was all conducted for the value of the study.

Table 2: Research Methods of the Reviewed Studies

Research Approach	Research Method	Study
Quantitative (n=6)	Filling in the questionnaire, Survey, Experiment	(Jianfeng et al. 2018; Mohammadi and Mahdivand 2019; Öztürk 2020; Sanadgol and Abdolmanafi-Rokni 2015; Shi and Han 2019; Unal et al. 2017)

Main Outcomes of the Reviewed Studies

Table 3 displays the main outcome of reviewed studies along with the interpretation of each findings also were given to draw a main outcomes of each studies.

Table 3: The Main Outcome of the Reviewed Studies

Study Data	Main Outcomes
(Sanadgol and Abdolmanafi-Rokni 2015)	1. It is showed that learners with anxious level of anxiety could be motivated to reach the goals of the study, while learners with high level of anxiety could be less motivated to learn. 2. Even though there were no correlation between these two variables however, it is believed that a high motivated learners were likely becoming more autonomous rather those who are not. 3. Although there were no correlation between these two variables but, teachers should not think that anxious learners are not having chance to be autonomous.
(Mohammadi and Mahdivand 2019)	1. It is believed that the higher the autonomy level is, the WTC will be higher either. 2. Female learners are tend to talk much often rather than male learners. 3. It is believed that WTC was not a whole factor that drive learners being autonomous.
(Shi and Han 2019)	Although through a group discussion were giving a positive impacts to participants, the weaknesses that have been stated should be taken into account.
(Unal et al. 2017)	It is found that learners' perception toward autonomous learning is positive, however, there was a convincing comparison between attitude and autonomous learning based on ones level of proficiency that will be discussed later.
(Jianfeng et al. 2018)	1. It is believed that the higher motivation ones have, the higher the achievement is as well. 2. It is indicated that the better learning autonomy ones do have, the better will be the language proficiency is, too. 3. It is also indicated that the higher motivations one do have, the better the autonomy learning would be. 4. Motivation and autonomous learning have a positive impact on language proficiency.
(Öztürk 2020)	From those result it can be concluded that learners have developed self-directed language learning.

Discussions and Implications

The studies indicated (table 3) that motivation, willingness to speak (WTC) and proficiency have significant correlation with autonomous learning. It is believed when ones have a high motivation in learning English, the tendency to being autonomous is high, too. Motivation could be defined as the activity without coercion from circumstances, teachers or peers to get involved or engaged by the person (Singh 2016). In other words, autonomous will be more likely to successfully achieved when there is no any coercion on learners because being autonomous means that learners are aware of their needs, what to learn and what to do to achieve the objective. Briefly, learn without any coercion will improve the rate of success in learning language. Also, it is argued that motivation and achievement were significantly correlated; the better motivation ones do have, then the better achievement ones wil have; much further, it would be advantageous for teachers, learners and even parents in implying any approaches in English language acquisition (Bećirović 2017). In addition, self-regulation also has correlation with achievement, it is revealed that the high self-regulated learning ones do have the higher will be the achievement, then the self-regulated skill also will be fostered along with the learning strategy (El-Adl and Alkharusi 2020). It is indicated female learners are more motivated and faster to learn language skills rather than male learners since female learners are more risk-taking and less concerned about their performance, whereas the male learners whom are more concerned to their performance in public either if they speak well or not. Briefly, learners with high motivation and autonomy learning would likely to have better achievement than those who are not (Wullur, Liando, and Rorimpandey 2021). A learners with high motivation as well would more likely to produce good attitude towards the English subject. Further, in cases of speaking English, learners with prominent autonomy would effects their willingness to communicate, too. On the other hand, learner with low motivation would not be hesitated to stop learning English if there by with any means have no interest toward English. It is showed in Shi and Han (2019) study that there a few participants were displaying passive attitude during the activity. The cause of this would be the lack of interest to the topic given which probably not met their needs; and moreover, due to fail to comprehend their role or tasks in the group which could lead them to be anxious.

Aside from it, teachers' role also in affecting learners' feeling in learning English is crucial. Teaches should act as a facilitator such as being positive, open-minded, supportive for them. Much further, the learner-centered based activities should help teachers building learners' positive behavior during activities. Studies summarized the practices to develop learners' autonomous behavior namely, audio-lingual, small discussion, writing diary or journal, using social media groups for communication, using the advantages of internet, puzzling, group work observation, group discussion over issues, consultation room both for learner and teacher and the last is project (Begum 2019; Wullur et al. 2021) which proved those activities are affordable and practicable. It is stated after applying learner-centered based activities,

participants were showing a prominent result in achievement, motivated, attitude, confident, self-esteem and autonomy (Senol Orakci et al. 2019). Based on the findings, it is suggested that teachers must know exactly how their student study, their needs, their interests, their characters and even to implement the appropriate learning activities, especially learner-centered, that contributes positive attitudes toward the subject. It is suggested that to avoid such partially dependence on teachers while group work a high skill learners should be group up with a low skill learners and lead them to be co-operate to finish the tasks.

Study(Öztürk 2020) concluded learners nowadays are more prone becoming autonomous than before due to the advance modern technology. It is believed that internet access has big contribution in fostering autonomous, especially in English language acquisition. Nowadays, learners mostly access internet for pedagogic intention, entertainment and doing assignment (Suana 2018). However, participants' willingness to access English learning is low since they were solely use it for gaming and social interaction (Coskun 2016; Thu Ba 2018). It is believed that most of the learners were not really dip to learn English via internet because of the distractions to play games, for entertainment or socializing was high, nonetheless, they could be inspired, encouraged and motivated to learn English through internet with their devices (Salaki, Mogea, and Oroh 2015). To do this teachers or parents or peers could stimulate then to show what benefits could serve them if they could master the skills such as, well social skills, study or work oversees, much greater opportunity for work and so on rather to accessed the non-benefits content that did not serve them for good. Therefore, by such action, they could be inspired to use the internet wisely with meaningful activities, however, things to keep in mind that there is no instant transformation but it should take a lot of time. Hence, the continuous action would be necessary required.

Conclusion and Suggestions

Finally, the effort to foster autonomous learning among learners should not the responsibility of institutions, only. Parents, peers and society terms should participate in guiding their learners toward successful in learning. To teach them how to study, to solve problem, be confidence and love to learn should be our responsibility. To conduct a study both quantitative approach and qualitative approach was recommended. Another thing to keep in mind that the reviewed studies so far did not present the distractions to be autonomous and motives apart from it accordingly. Perhaps, if it were presented the better view of the cases would be clearly exposed and then, the more practical solutions regarding to this issues will be found.

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THE ILLOCUTIONARY SPEECH ACTS ON *"ANNE OF GREEN GABLES MOVIES"* A PRAGMATICS STUDY

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Abstract

This research was focused on illocutionary speech act in *Anne of Green Gables'* movies. This study aims at investigating illocutionary speech act in such movie, particularly the directive and commissive illocutionary speech acts. In obtaining the data, the researchers carried out qualitative research, encompassing several steps. First, watching the movie thoroughly, second, downloading the movies' scripts, third, highlighting the presumably illocutionary speech act, and finally analyzing them according to the theory proposed by John R. Searle, which are representative, directive, commissive, expressive, and declarative. The total findings of illocutionary speech act were 34. It contained 17 utterances (49%) of directive illocutionary speech acts, and 7 utterances (20%) of commissive illocutionary speech act. Furthermore, representative and expressive illocutionary speech acts were 5 (14%), and 4 (11%) respectively. The remaining is declarative speech acts with only 2 utterances (6%). Therefore, the directive illocutionary speech act is the most used in *Anne of Green Gables* movies. The utterances of directives and commissive illocutionary speech act expressed by the characters in the movie, making the conversation becomes more appealing. By figuring out them, people may realize that there are a lot of varieties of English use that may affect people to communicate uniquely and interestingly.

Keywords: *illocutionary speech act, directive, commissive.*

Introduction

One of the purposes of communication is to create an understanding of what are the speakers intended to convey. It is believed that sometimes people do not only utter their utterance, yet they have others unsaid intention within their words. Thus, the listeners have to interpret what is being said by the speakers because they do not obviously perform the literal meaning of their utterance. Interpreting the utterance based on the context commonly recognized as pragmatics.

Knowing the contexts become one of the essential parts to interpret someone's utterance. When people ignore the original context of the utterance, they might misinterpret the speaker's intention, because the context may affect meaning (Dawson and Phelan, 2016). For instance, when a lecturer teaches some students and two of them discuss the other topics and make noise in the classroom. The lecturer then said: "Reduce the volume!" In this situation, every student in the classroom will know the intended meaning meant by the lecturer himself. No one would wonder whether the lecturer meant the volume of mobile phone, loud ringing, or the volume of the music.

Yule (1996) pointed out a number of benefits of studying pragmatics: people can understand others' intended meanings, assumptions, and others' purposes through their utterance. Moreover, they can actually perform action through their utterances, such as someone's tendency to give an order or a request. Speech act is one of the important aspects in pragmatics study. Dawson and Phelan (2016:291) mentioned several functions of speech act, encompassing assertion (to convey information), question (to elicit information), request (to elicit action or information), order (to demand action), promise (to commit the speaker to an action), and threat (to commit the speaker to an action that hearer does not want).

Concerning speech acts, it is considered as one of the core elements of communication including pragmatics and linguistics competence of language users. Several language learners might have known how to communicate accurately but not appropriately, because they lack of pragmatics competence (Azhari, Priono, and Nuriadi 2018). Lack of pragmatics competence may cause misinterpretation on the speakers, for instance, the speakers might be considered as rude or aggressive ones. Therefore, having pragmatics competence is beneficial, particularly for EFL learners to create more effective and appropriate communication (Nuridin 2018). Furthermore, understanding speech act is useful, since its utility does not only lie on how to interpret someone's utterance, but also in reading the literary works, as literary work has significant role to touch the deepest sense of human's consciousness (Wuntu, 2015)

Speech acts was firstly purposed by a British philosopher J. L. Austin (1962), and further developed by an American philosopher John R. Searle. Austin distinguished three diversities of speech act: locutionary, illocutionary, and perlocutionary. Locutionary act is the basic utterance from the other acts, or it can also be said as a production of meaningful linguistic expression. If somebody has difficulty in understanding and producing the utterances, such as how the sound is produced or how the sentence should be formed, then the locutionary act might be unsuccessfully produced (Yule 1996).

Afterward, Yule (1996) explained that illocutionary act is an utterence that contains communicative purposes. In other words, this act does not only perform an utterance; it has certain intended meaning within the utterance which can be a request, an offer, an order, an invitation, and so on. The third dimension is perlocutionary act which is the effect of the utterance. The listeners are forced to produce an action with regard to the speaker's utterance. The following utterance displays an example of locutionary, illocutionary, and perlocutionary acts: *"My pen is run out of ink"*. The locutionary act of the utterance is someone's pen has just run out of ink, however, the illocutionary act refers to a request to borrow someone else's pen. When anyone lends a pen, then it is generally known as perlocutionary act.

Tumimomor, Imbang, and Kalangi (2020) have conducted a similar study, using the theory of Austin and investigated speech acts in the TV Serial *Game of Throne.* In Austin's theory, speech acts are classified into five categories, verdictives, excertitives, commissives, behabitives, and expositives. The researchers found one example of each speech act category. Furthermore, Basra and Thoyyibah (2017) also analyzed the use of speech act in English as a foreign language classroom, using the theory of John R. Searle. The results showed that directive and representative speech acts are the most common used of the teachers talk in EFL classroom context. The researchers mentioned the reason behind it is due to the eagerness of the teacher in building the students' engagement in classroom.

Additionally, Widyastiarni and Purbani (2018) conducted the study of speech acts in *Coach Carter's* movie as one of the media for EFL learners. He stated that the students enjoyed watching movie in the classroom because they could imitate the expressions as well as the utterances of the speech acts which can be applied in their English communication.

This research aims at investigating the illocutionary speech acts in *Anne of Green Gables Movie Series,* using the classification of speech acts established by Searle's theory (1976). This study focuses on illocutionary speech act to examine some research questions as follows:

1. What kind of illocutionary speech act that mostly used in *Anne of Green Gables* movie?
2. In what way the *directive* speech acts is used?
3. In what way the *commissive* speech acts is used?

Review of Literature

Pragmatics

Yule (1996) explained pragmatics as a study of the use of language in an actual conversation in terms of the speaker's meaning. Hence, people will more cogitate the meaning of the utterances rather than the meaning of the words or phrases used by them. Another definition of pragmatics is a study of contextual meaning. Regarding the context, it is important to consider about the interlocutor, when, where and under what circumstances the utterance is produced.

Also, pragmatics is the study of communation, in which the utterance has another meaning beyond the literal utterance. In order to have a proper interpretation

of the speaker's intended meanings, a listener should make an inference about what is being said. Lastly, pragmatics is the study of the expression which can be determined by relative distance. This perspective can determine to what extend the utterance can be expressed based on the social relationship between the speaker and the interlocutor.

Speech Acts

Speech acts is a part of language communication that can be found every day in human lives (Rosyidi, Mahyuni, and Muhaimi 2019). Austin (1962) claimed that speech acts is categorized into three parts: locutionary act, illocutionary act, and perlocutionary act. Locutionary act means the literal meaning of the utterance, such as "This is the last of the milk" indicating the milk supply. The illocutionary act signifies request to purchase some milk at the store, and the perlocutionary act is someone purchases the milk at the store.

Another example to illustrate speech acts categorization in the classroom context is, "You will not fully understand the topic if you do nothing". The locutionary act refers to the students' comprehension in accordance to the subject. The illocutionary act is an order or a request for the students to read more books or articles. The perlocutionary act refers to the effect of what inside the person's thoughts or an action through the utterance given, such as the students must do something rather than doing nothing.

Classification of speech acts

The theory of speech acts firstly stated by Austin (1962), and further, Searle (1969) extended his idea, and classified it into five different types of illocutionary speech acts; assertive force, directive force, commissive force, expressive force and declarative force. Yule (1996) simplified the division of illocutionary speech acts into the following table:

Table 1: Types of Speech Acts

Speech acts types	Directive of fit	S= speaker X= situation
Declarationss	Words change the world	S causes X
Representatives	Make words fit the world	S believes X
Expressives	Make words fit the world	S feels X
Directives	Make the world fit the words	S wants X
Commissives	Make the world fit the words	S intends X

a. Declarative force

Declarative force denotes a principle that the world is changed by the words conveyed. In other words, the utterance changes the reality in accordance to the proposition of a statement or it changes the world of the hearer.

b. Representative force

This type is kind of statement that refers to what the speaker believe to be the case or not. The statement could be like facts, assertions, conclusions, or descriptions.

c. Expressive force

Expressive force points out that the speakers intend to express their feelings to the interlocutors. Searle (1976) pointed out some verbs included in this type, such as thank, congratulate, apologize, deplore, condole, and welcome. Another psychological states also mentioned by Yule (1996), they are; adore, dislike, pleasure, pain, delight, and sorrow.

d. Directive force

Making the world fits the words in directive force means the speaker forces someone to undertake something. The expression could be like orders, commands, requests, or suggestions. Searle (1976) complements verbs which are involved in this class are: beg, plead, pray, entreat, and also invite, permit, and advise.

e. Commissive force

Performing speech acts with commissive force is a style that the speaker use to express commitment in regards to future action. Several examples are promises, threats, and refusals.

Methodology

In conducting this study, the researchers used qualitative research design to find out kind speech acts in *Anne of Green Gables'* movie series. The theory of Searle (1976) is used to analyze the data. The speech acts is categorized based on Searle's theory, as follow representatives, directions, commissive, expressive, and declarations. The data is taken from the utterance of the actors and actress in movie series: L. M. Montgomery's: Anne of Green Gables first series (2016), Anne of Green Gables: Good Stars (2017), and Anne of Green Gables: Fire and Dew (2017).

To obtain the data, researchers conducted the following steps adapted from Rahayu, Arifin, & Ariyani (2018):

Data Collection

The data collected in this research were divided into several steps: downloading the subtitles of Anne of Green Gables movies, watching the movies two – three times while following the subtitles carefully, and highlighting the utterances which were presumably involve as illocutionary speech act, according to John R. Searle's theory.

Data Analysis

After collecting the data, they were classified into a table, containing 5 categories, which are representatives, directives, commissive, expressive, and declaratives. In analyzing the data, the researchers are required understand Searle's theory well, to be classified in 5 types of illocutionary speech acts. The subsequent step was analyzing the directive and commissive illocutionary speech acts to answer the research questions.

Findings

Researchers found 34 illocutionary speech acts in three series of *Anna of Green Gables* movie. There are two most common speech act found in such movie: Directive and Expressive speech act, followed by Commissive speech act. Besides, the least were Representative and Declarative speech acts. The data found can be illustrated as follows:
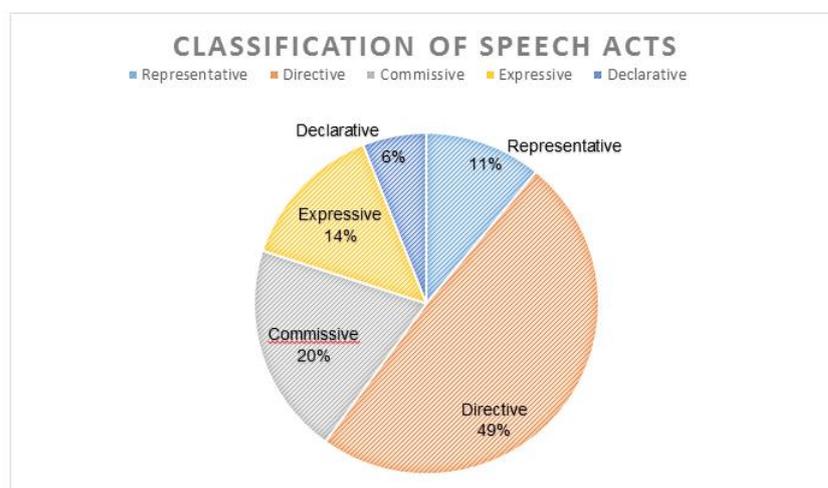
Figure 1: The Classification of Speech Acts

Several data were presented in the following examples. The data were obtained from *Anne of Green Gables (2016), Anne of Green Gables: The Good Stars,* and *Anne of Green Gables: Fire and Dew*. These three series were continuing movie. Each category was showed in the several examples below:

Representative Speech Acts

Speakers   : Anne and Marilla
Situation I   : Marilla were expected a young boy rather than a young girl to live in Green Gables in order to help them with the chores. So, when a girl appeared, she thought that it must be wrong.

Marilla: **A lovely young girl like you, should be living with a proper family, and going to school. So, I have asked Children's Service to look out for a good home for you.** One that has children in your age. But, in the meantime…
Anne   : I can stay?
Marilla: Well, yes, but it's only a temporary.

Speakers   : Anne and Marilla
Situation II   : Marilla did not permit Anne to spend a night at a home of Diana Barry, her close friend.

    Marilla: Little girls belong to their own beds!
    Anne   : **I'm not a little girl. I'm nearly thirteen.**

Both situations above represent speakers stating assertion and fact, as the first situation shows Marilla's belief to send Anne to a better home, because as young girl, Anne was unworthy to live in Green Gables to help Marilla and his brother with the chores. On the other hand, a speaker in the second situation stated about her age in which Anne was around thirteen, so the utterance has a purpose to state a fact. Therefore, the utterances linked with Searle (1976), where the importance in representative illocutionary act is to emphasize whether the words true or not true.

Directive Speech Act

Speakers   : Marilla and Matthew
Situation I   : It was a first night for Anne staying in Green Gables, and they were discussing about her.

    Marilla   : In any case, she has to go back in the orphanage.
    Matthew   : Hmm.
    Marilla   : What is 'hmm' mean? You don't agree?
    Matthew   : **She seems like a real sweet child. Pity to send her back, when she's so set on staying.**

Speakers   : Matthew and Anne
Situation II   : Before Anne go to Charlottetown, Marilla remind Anne to be sensible, to do not skip breakfast, and so on. Besides Matthew had been in a wagon.

    Matthew   : **Miss Anne, the train won't wait.**

These examples represent plead and order, which mentioned by Searle (1976) involved in illocutionary directive speech act.

Commissive Speech Act

Speakers   : Anne and Matthew
Situation I   : Anne asked Matthew's permission to go to babbling brook.
    Anne   : Matthew, may I please go see the babbling brook. Just a peak. I would so, so dearly love to see a real babbling brook.
    Matthew   : You promise to be careful?
    Anne   : **Don't worry. I am an extremely responsible child.**
    Matthew   : Take the path behind the barn, down the hill.

Speakers   : Marilla and Anne
Situation II   : Anne asked Marilla what the eye doctor said to her.
    Marilla   : Oh, the eye doctor! Now he said, when I completely stop sewing and reading, and all work involving my eyes must make

great efforts, and I always put on my glasses, that my sight not getting worse, and my headache might be less.

Anne   : Isn't that good news?

Marilla   : **But, if I don't do what he says, I have the chance can lose my sight inside 6 months.**

Illocutionary commissive speech act pointed out that the speaker intend to commit something in the future (Searle 1976), such as promise and threat as the examples written above. The utterance of Anne was a promise to take a good care for herself. The subsequent utterance meant a threat, forced Marilla must wear her glasses.

Expressive Speech Act

Speakers   : Marilla and Anne

Situation I : When Anne worried about going to Charlottetown due to the expensive cost.

Marilla   : Anne Shirley, when we took you in, we were solve to give you a good education. I believe that girl should be fit to on her living whether or not she ever has to. So, there is meant to us. Enough said.

Anne   : **Oh, Marilla, thank you! Thank you! Thank you! Thank you!**

Speakers   : Josie and Anne

Situation II : When Anne was curious about the scholarship result.

Josie   : **Gilbert won the gold medal, but you won the Avory.**

Anne   : I did?

Josie   : Yes!

Searle (1976) illuminated expressive illocutionary speech act has no direction of fit. In performing expressive illocutionary speech act, a speaker solely express feelings and attitude, for instance thank and congratulate as the examples above.

Declarative Speech Act

Speakers   : Marilla and Anne

Situation I : It was at the train station when Anne was just about to leave Green Gables because the Presbyterian orphan had found her home, and suddenly Marilla came.

Marilla   : **Anne! I know they've found you a real good family, and they're gonna be able to give you lots of things that we Matthew and me couldn't provide. But the fact is, we have come to think of you as family, and now, I can't imagine life at Green Gables without you.**

Anne   : (hug Marilla)

Declarative speech act contains the utterance which can be expressed only by institutions, such as Church, the law, the state, and the special position of the speaker and hearer within the institutions (Searle 1976). The example was the representative of special position such as Marilla and Anne. The utterance was successfully performed and changed the hearer's world.

The subsequent findings depict in what way the characters in the movie utter the illocutionary speech act, particularly Directive and Commissive speech acts.

Table 2: Directive Illocutionary Speech Act

Utterances	Directive Speech Act Categories
My sister is very determined woman, and nobody gets the best of her. So, if I were you, I'd smooth over what's between you, and the sooner the better.	Advise
She seems like a sweet child. Pity to send her back, when she's so set on staying.	Plead
Don't you ever said your prayers before bed?	Advise
Darling, why don't take Anne for a nice walk around the property?	Order
Minnie May has croup. She was awful sick, and mother and father aren't home, and I need to get a doctor, I'm so scared!	Request
Be home in time for dinner.	Permit
Remember the dress I was telling about? Diana already sent away for one just like it.	Request
You know, I have always admire your sewing skills.	Request
It's never too late to do the right things	Advise
Skip breakfast, the most important meal of the day?	Command
As long as you don't run.	Permit
Remember the puddle!	Command
The time has come to put aside childish things.	Order
Miss Anne, the train won't wait.	Order
Remember your weekend assignments!	Order
You should be ashamed of yourself, behaving that way to your elders.	Advise
…you better go on comb your hair and put on your gingham, be quick about it.	Permit

Table 3: Commissive Illocutionary Speech Act

Utterances	Commissives Speech Act Categories
That's not a boy! You're not a boy!	Refusal
Don't worry! I am an extremely responsible child.	Promise
Little girls belong into their own beds.	Refusal
Nothing on God's green earth is possible stop me to go to Anne's graduation ceremony.	Refusal
But, if I don't do what he says, I have the chance can lose my sight inside 6	Threat
Marilla, I'll be perfectly sensible.	Promise

Discussion

Through this research, it is clear that the directive illocutionary speech acts is mostly used in *Anne of Green Gables'* movie. Since *Anne of Green Gables* movie is one of the classic Canadian movies in which displayed a well-mannered character, which also reflected through the expressions within the movie, thus, the directive illocutionary speech acts is mostly uttered, which revealed a polite interaction between the actress.

Regarding this, directive illocutionary may be one of the choices of people to communicate in more polite way. An example in the fourteenth utterance of Table 2 said "Miss Anne, the train won't wait". Instead of giving an emphatic direct order for Anne to hurry, Matthew chose another way to express his utterance, implying a gentle order for Anne to immediately get into the wagon.

The other example is an offering, which is demonstrated differently by Anne; "Holy cats! Marilla said we could share some of her raspberry cordial. Be back in a jiffy". This utterance can be understood solely as information if a listener or reader glances from its literal meaning. However, it was actually an offering for Anne's close friend, Diana, to drink a raspberry cordial. This makes language becomes more interesting as it can be performed in varied ways although the speaker do not convey the literal meaning behind the utterance.

A variety of the expressions of illocutionary speech act, particularly directive and commissive dimension can provide ideas for EFL (English as a foreign language) learners to interact more creatively and politely with other people using English. Searle (1976) highlighted directive and commissive illocutionary speech acts have same direction of fit which is world-to-words as can also be seen in the Table 1, which lead to the future action.

Directive illocutionary speech acts, as was presented in the Table 2 showed that there were 17 utterances, encompassing advice, plead, order, offer, request, permit, and command. The advices in Table 2 mostly refer to Anne (teenager) as the main character in the movie. The utterances describe a better way in advising teenagers as have been showed in number 1, Table 2, where an advice from Matthew (Anne's grandfather) in persuading Anne to apologize on what she had been doing. The utterance of plead was conveyed by Matthew when Marilla (Anne's grandmother) said Anne should be sent back to the orphanage rather than staying in Green Gables.

Furthermore, the utterances of an order depicted the way of Anne's teachers conveyed their orders. They can be seen in Table 2 number 13 and 15, where the teachers were trying to encourage the students to study hard for the scholarship selection, and an order to finish their assignment. Afterward, the examples in number 5, 7 and 8 illustrated requests. The instances in number 7 and 8 were uttered by Anne and Matthew concerning the dress wanted by Anne, which was initially conveyed by Anne to Matthew, then Matthew asked Rachel to sew it. Besides, the example in number 5 was slightly different, because the situation was extremely urgent. The utterance modestly uttered by Diana to Anne for helping her little sister who had croup. This links to Searle (1976), stating the directive illocutionary speech act may

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be very modest attempts as when the speaker invite or suggest the listener to do what they said.

Further, the utterances of permission performed uniquely by the speakers. Number 6, 11 and 17 have purpose to permit Anne doing what she wants. Instead of saying "yes, you may go", the speaker said, "be home in time for dinner", intended Anne was permitted. Finally, the utterances of command performed in number 10 and 12 were uttered by Marilla to Anne. The situation in number 10 was when Anne asked Marilla to skip her breakfast because Diana was waiting for her, however Marilla did not agree, instead of giving a command for Anne to have breakfast since the last time she skipped breakfast, she drowned. Subsequently, the situation 12 was clear that the illocutionary speech act was Marilla gave command to Anne to do not step the puddle, so that it will not dirtied her dress and boots.

After explaining the directive illocutionary speech act, here is the explanation of commissive illocutionary speech act. This category divides into three parts, consisting promises, refusal, and threats, as shown in Table 3. Commissive illocutionary speech act has a communicative purpose for the speakers to commit or to force them to do something as the future action, unlike a request in directive illocutionary speech act which is not an obligation for the speakers to do something in the future (Searle 1976). In the Table 3, Anne Shirley performed her utterances (number 2 and 6) as her promise to both Matthew and Marilla for showing her best behavior rather than making a trouble. Moreover, number 1 and 3 refer to Marilla's refusal towards Anne. Number 1 was when Marilla expected for a young boy to come at Green Gables, however, in fact, the child was not a boy, but a girl (Anne).

Second, when Anne asked Marilla for having a night stay in Diana's house, yet Marilla did not agree with that. Similarly, the utterance in number 4 was about refusal of Matthew when Matthew and Marilla were about to head to Anne's graduation, suddenly Matthew felt unhealthy. So, Marilla suggested they should not go, but Matthew refused it. Lastly is a threat. This utterance conveyed by the ophthalmologist to Marilla, as the consequence, if she refused to wear her glasses. The illocutionary act was the intention of the ophthalmologist regarding Marilla's eyes which will be getting worse if she did not follow the doctor's recommendation.

Finally, identifying the utterances of illocutionary speech act will not always straightforward as it will depend on the discourse's stage as well as the social context in which when the utterance is conveyed. The implication of the illocutionary speech act lies on the formality and politeness expressions since the speakers usually will not directly convey the literal meaning behind their utterance to the interlocutor. As the implications, understanding speech acts contributes to both pedagody and literature. A number of illocutionary acts used by the characters of *Anne of Green Gables* movie can be adapted by both language teachers and EFL learners to create more creative and polite language in everyday communication.

Conclusion

In conclusion, there are 49% directive illocutionary speech acts and 20% commissive illocutionary speech act found in this study. Representative and expressive illocutionary speech acts are 14% and 11%. The remaining category is declarative speech acts with only 6%. Therefore, directive illocutionary speech act is the most used in *Anne of Green Gables* movie series. The utterances of directive and commissive speech acts uttered differently and uniquely can make people realize the many ways of communication. Henceforth, it is hoped that this research can be beneficial for readers, not only to figure out what the illocutionary speech act is, but also to apply them. Further, other researches are recommended to analyze the illocutionary speech acts in others' English story, advertisements, or newspapers to broaden a variety of English use in everyday communication.

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TOEFL TAKERS IN INDONESIA: PURPOSE, STRATEGY, PROBLEM AND EXPECTATION (A SYSTEMATIC REVIEW)

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Abstract

This article aims at describing the difficulties and strategies to overcome the TOEFL Test in Indonesia, through a systematic review, in which several published articles from the year 2015-2020 were selected. The articles were taken from the accredited SINTA Journal. The researchers found 5 articles that match the requirements of this systematic review. The results of this article found several parts of difficulty in doing the TOEFL Test. One of them is lack of vocabulary knowledge causing lack of understanding the questions in the TOEFL Test. Also, the difficulties were found in the Structure and Written Expression sections, where students found difficulties in (1) inversion, (2) subject-verb agrement, (3) adverb clause connector, (4) passive, (5) adjective clause reduced. Further, the difficulties in dealing with the reading section, such as; (1) identify detailed questions related to the title, (2) determine the meaning of the sentence, (3) understand the vocabulary in the sentence. Moreover, it was found the difficulty of teachers in teaching TOEFL preparation, such as lack of time, effort and experience. Besides, several strategies of the teacher in motivating the students for having a good score and strategies for the students before taking the TOEFL test are presented.

Keywords: *TOEFL, strategy on TOEFL, difficulties on TOEFL, systematic review.*

Introduction

As English an international language, the whole country used English as a language for communication, including in Indonesia. According to Liando (2009) Indonesia has adopted English as a tool for communication to establish relationship with other countries. In Indonesia, English has become a common subject school, from primary to the tertiary level. English is also a language that must be mastered by many people because in finding work, English language skills are the most important and very necessary. In facing this era of Human Resources, students are required to master English. English mastery is not only used as a mean of communication, but also it is used for cultural, commercial, technological, and other purposes.

English is important in the world of education because when a student wants to continue his study at a higher level or wants to study abroad, they are required to have a TOEFL certificate. TOEFL is a type of language tasting which stands for "Test of English as a Foreign Language". In Indonesia, TOEFL is a formal test because to complete studies at PTN and enter a workplace, it is expected that everyone has a TOEFL certificate. With the TOEFL certificate, people can easily be accepted somewhere. The purpose of this study is to find out about TOEFL takers in Indonesia. This study uses a systematic review as the methodology. In this study, the researchers will describe the research background, methods, findings, discussion, and conclusions.

Background

TOEFL is one of the Englsh tests that officially accepted by both univeristies and formal institutions to measure someone's ability in English following the standard of American English. There are several sessions in the TOEFL test, namely: Listening Comprehension, Structure, and Written Expressions, Reading Comprehension, and Writing. TOEFL is very important for the students, because it is often used as one of the admission requirements in a college or a company. As argued by (Pyle & Munoz, 1985:4) The Test of English as a Foreign Language (TOEFL) is perhaps the most frequently used test in the process of admitting foreign students to colleges and universities in the United States.

From the results of the TOEFL test, it will be known to what extent students' proficiency in their knowledge of English. As quoted in the TOEFL research inside by Norris J. "to measure the communicative language skills of people whose first language is not English. In situations and tasks that reflect university life" (Jamieson, Jones, Kirsch, Mosenthal, & Taylor, 2000, p. 10). (p.4)

The TOEFL test consists of four sessions: Listening Comprehension, Structure, and Written Expressions, Reading Comprehension, and Writing. Each section has limit time to finish making the test difficult for the test takers. In general, there are several types of TOEFL tests, namely PBT (Paper Based Test), CBT

(Computer Based Test), IBT (Internet Based Test). To find out the structure of the questions and the time given during the TOEFL test, it can be seen in the following table:

Table 1: Structure of the TOEFL iBT Test (Norris, 2020).

Section	Number of Items/Tasks	Tasting Time	Score Scale
Reading	30-40 questions	54–72 minutes	0-30
Listening	28-39 questions	41–57 minutes	0-30
Break		10 minutes	
Speaking	4 tasks	17 minutes	0-30
Writing	2 tasks	50 minutes	0-30
Total		Approximately 3 hours	0-120

There are many reasons why people take the TOEFL test: either for studying abroad or continuing the study to the Master or Doctoral degree in the local universities, TOEFL has been an essential requirement for the applicants. The next reason is some reputable companies nowadays ask for TOEFL certificate. Moreover, it is sometimes required to attain a higher position in the certain job, such as in a government agency. This makes TOEFL certificate is essential for both students and workers. Each study program usually has a standard score to achieve. In Indonesia, it is approximately 500 as the minimum score to enroll at the post graduate schools. According to Samad (2016) this score is expected to be achieved by students as one of the requirements for graduation of undergraduate candidates on campus. Therefore it is expected that all students can have a high TOEFL score or more or less the predetermined score. To achieve such score, students' attitudes play an important role. It will basically affect the difficulties experienced when doing the TOEFL test. Mahmud (2014) studied the problems faced by Indonesian students who had taken a TOEFL official or a prediction test. The results of the study found that the problems were lack of basic skills, lack of training, poor motivation and strategies.

To get a good TOEFL score, a student needs a better English education and the right strategy that can be used by the students to answer the questions easily. Each section of the test has a different strategy to use. For example, in the listening section, test takers must look at the next question on paper and a pencil-based test, listen carefully, read and think about the answer choices and answer each question before the next question starts. Pyle and Page (2002) suggested that it is best to glance at possible answer options before listening to a passage to get an indication of the topic of reading.

Strategies are important to get a good TOEFL score. If students have good strategies, it will help them to get a higher score. Antoni (2014) revealed that most students agree that strategies in completing the TOEFL are very important for the

success of the test. Lack of strategies, such as scanning and skimming skills, led to major problems in understanding the reading text leading to failure in the TOEFL test.

Nowadays, there are many articles related to TOEFL, for example, how to answer and get a good score, how to face the problem while answering the test, and the most difficult part in TOEFL. Based on the observation, in Indonesia, lack of strategy becomes a big problem of the TOEFL takers that make them feel the barriers in answering the questions. The researchers conduct this systematic review to find out the difficulties and strategies in answering TOEFL questions.

Methods

In this research, the researchers used a systematic review. Systematic review is a method of critically appraising, summarizing, and attempting to recon ciliate evidence' (Pettigrew & Roberts, 2006, p.15). Dumpster (2011, p.15) defines a systematic review as a comprehensive review of literature which differs from a traditional literature review in that it is conducted in a methodical (or systematic) manner, according to a pre-specified protocol to minimize bias, with the aim of synthesis in the retrieved information.

The purpose of this review is to reveal the difficulties and strategy in answering TOEFL in Indonesia. The reviewed studies were identified through internet database search, namely: SINTA Journal. Fourteen articles from the year 2015 onward, related to TOEFL in Indonesia, have been selected, and five of them meet the requirements of inclusion and exclusion criteria. Three articles used qualitative design, and the remaining articles used quantitative and mix-method.

Findings

Based on the search results, there were 14 articles that were considered in accordance with the research objectives, then put together and then screened whether the titles in the articles were the same or not. After screening, there were 5 articles assessed based on the inclusion and exclusion criteria to have further review. As for the strategy, the literature search can be seen in Table 1.

Table 2: Literature research strategy

Internet database results	SINTA journal
Search results	14
Same title	5
Suitable title	5
Eligible according to inclusion and exclusion criteria	5
Result	5

The proper research consists of several studies conducted in various countries. Analysis of 5 articles show that 3 journals with qualitative design, 1 journal with quantitative design, and 1 mixed method. After assessing the quality of the study, 5 eligible articles are found, and then then data extraction is carried out. Data extraction is done by analyzing data based on the author's name, title, objectives, research methods and results, namely the grouping of important data in articles. The results of data extraction can be seen in table 2.

Table 3: The Results of Data Extraction

No	Authors and years	Title	Journal	Purpose	Methodology	Result
1	Nunung Nurhayati And Berita Mambarasi Nehe 2016	An Analysis of Students' Strategies in Answering Toefl	The Journal of English Language Studies	The purpose of this article is to describe the types of TOEFL questions that are the most difficult to answer, the strategies used in answering the TOEFL questions, and the results of the 8 semester English students' TOEFL scores at STKIP Setia Budhi Rangkasbitung, 2015/2016 Academic Year.	Descriptive Qualitative design	The results showed that understanding idiom in listening, question of noun forms in structure and written expression, and reference question in reading comprehension are the most difficult question types. Related to the strategy, various ways are used in answering the TOEFL test. In addition, the TOEFL score of the eighth semester students of STKIP Setia Budhi was low.

| 2 | Tengku Maya Silviyanti, Rahayu Rahmadhani, Iskandar Abdul Samad 2020 | EFL Students' Strategies in Answering the Listening Section of the Longman TOEFL | Studies in English Language and Education, 7(1), 237-246. | The purpose of this study was to investigate the EFL student strategy in answering the TOEFL test questions in the Paper-based Listening section. The research sample was selected purposively consisting of 30 students majoring in English at Syiah Kuala University, Banda Aceh, Indonesia. The sample is selected based on their latest TOEFL score. With the lowest toelf score, especially for the Listening section. Data collection was carried out using closed questionnaires and interviews. Interviews were conducted randomly from 30 students and found three students. | Qualitative study | The results of the questionnaire from the study revealed that the top three strategies used by students when answering TOEFL questions were (1) before listening, trying to anticipate the topic by looking at the answers to questions (2) while listening, trying to determine the main topic or idea for each conversation while looking answer existing, and (3) before listening, try to anticipate what questions will be asked while listening to the specific answers'. The three strategies This explains that some students use the strategy only to answer part B (dialogue) and part C (monologue) of the TOEFL Listening section. These parts are considered more difficult because many students do not know how to pronounce the TOEFL questions |
| | | | | | | |

3	Iskandar Abdul Samad, Miftahul Jannah, Siti Sarah Fitriani 2017	Efl Students' Strategies dealing with common Difficulties in toefl reading comprehension section	International Journal of Language Education	This study aims to determine the difficulties that exist in reading the TOEFL test by students at Syiah Kuala University, and the strategies that they mostly use in a test	Descriptive quantitative study	The results of this study indicate that there are five aspects of reading difficulties faced by students majoring in English education. In addition, they found their strategy to complete the reading comprehension part of the TOEFL test.
4	Delvia Roza 2019	The Challenges and Strategies in Teaching TOEFL and IELTS Test Preparation	Journal for English of Academic	This study aims to determine the challenges of teachers in teaching the TOEFL and IELTS tests, and teachers' strategies in motivating students.	Qualitative design	The results of this study show that there are challenges to teachers in teaching, namely the lack of student motivation, student interest, time constraints. Meanwhile, the results of the teacher strategy in student motivation are lacking, both in motivation and in less enjoyable learning. Overall, teachers have problems teaching the IELTS and TOEFL tests, but they have the strategy to overcome them.

| 5 | Rizki Ananda 2016 | Problems with Section Two ITP Toefl Test | Studies in English Language Education | This study was designed to investigate (1) the difficulties faced by EFL university students with section two of the ITP, and (2) whether part A or part B was more difficult for them and why. | Mixed method | The results of the most difficult questions for the students. (1) Showed that inversions (12%), subject-verb agreements (10%), adverb clause connectors (7%), passives (6%), reduced adjective clauses (5%), parallel structures (5%) and use of verbs (5%) were the most. (2) However, they felt that part B was more difficult than part A, as finding an error in a sentence was harder than completing a sentence from a multiple choice. |

Discussion

Based on the analysis of the article, it was found that TOEFL takers in Indonesia, first research of Nunung and Berita (2016), shows that the eighth semester student TOEFL score of STKIP Setia Budhi is low. This was assessed based on their test results when taking the TOEFL test, the TOEFL score found was below the average of 400. This is due to several factors, namely: first, they never work on it and do not understand how to deal with the TOEFL's problem, so they do not have careful preparation. Second, they do not know what kinds of questions are in the TOEFL test. This can be seen from the results of their questionnaire test, 87% of students who have never taken the TOEFL test. Third, strategy, in which students do not have any strategy in answering the TOEFL questions, because they do not know the types of questions that are in the TOEFL test. From the results of the questionnaire, 87% of students did not know the strategy. The fourth is vocabulary, where they do not know the meaning of the vocabulary in the TOEFL test. Vocabulary plays an important role. Wilkins (quoted from Thornbury, 2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

The second is the study of Tengku, Rahayu and Iskandar (2020). The objective of this study is to determine students' strategies in doing TOEFL test questions in the listening section. There are several strategies for answering the Listening section, one of them is the strategy used in the Longman TOEFL Preparation Book. According to Phillips (2001, pp. Iii-iv), in the contents of the book there are eight strategies that can be used to help students answering the TOEFL listening questions correctly; (1) Focus on the line (2) Choose answers with synonyms (3) Avoid similar sounds (4) Before listening (5) When listening. Strategy no. 1-3 corresponds to Parts A of TOEFL listening, and strategies 4 and 5 relate to Parts B and C. This research was qualitative research and conducted at the Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh, Indonesia. The sample was taken from 30 students. The results of the study, using questionnaires and interviews, show that strategy is important in working on the listening section of the TOEFL test questions. By using the type of strategies of Longman TOEFL Preparation book on the questionnaire, implies that the majority of students use the strategy only to answer part B (dialogue) and part C (monologue) of the TOEFL Listening section. This section is considered more difficult because many students do not understand it. They tend to forget the strategies they have learned. The strategy used to answer Part A to the Listening section gets the lowest score while the strategy used for Part B and Part C gets a better score. The findings from the interviews also support the questionnaire. This means, when the students took advanced listening, they have learned the strategy to answer the listening section in TOEFL.

The third research from Iskandar, Miftahul and Siti (2017), this study aims at determining the difficulties that exist in working on comprehension reading questions

in the TOEFL test, and the strategies used in solving those questions. The data was collected by using the TOEFL test worksheet and distributing questionnaires related to the test-taking strategy used by the students. There are 30 students of the Department of English Education, Syiah Kuala University. The results showed five aspects of reading difficulties faced by students, namely: (1) correctly identifying implicit detail questions, (2) identifying detailed questions correctly, (3) determining the meaning of difficult words using context, (4) identifying the main idea, and (5) determining the meaning of the word part. These five aspects are the most difficult part due to lack of understanding of the topic and vocabulary. A study conducted by Chawwang (2008) showed some similarities that the most critical problems are in identifying difficult words, topics, main ideas from reading, and lack of vocabulary. With a lack of understanding the topic and lack of knowledge about the meaning of vocabulary, students are unable to complete and find it problrmatic. In addition, their strategies are also found to complete the reading comprehension section on the TOEFL test. The strategy found is a strategy in solving the problem. As we all know strategy is important and has a role in student success.

The fourth research is from Delvia (2019). This study was conducted to determine: 1) the challenges of the teacher in teaching the TOEFL and IELTS tests, and 2) the teacher's strategy in motivating students. The research took place in English language education institution in Pekanbaru. The participants are 10 teachers who have taught the test preparation for more than two years. The method used is a qualitative approach with face-to-face interviews as a data collection instrument, so that several new phenomena are found during the data collection process.

From the results found, it is known that there are several challenges for teachers in teaching tests, namely:
1) High student expectations.
2) Lack of effort from students.
3) Limited study time.
4) Teacher experience.
5) Problems with middle school students.
6) The number of students in the class.

Furthermore, the results of the interview regarding the teacher's strategy in motivating students are shown below:
1) Students' awareness of the chances of passing the test.
2) Fun learning.
3) Tell stories about people who successfully passed the test.
4) Remind students why they join the class.

These four strategies can be the reference of how the teacher motivates students in the class. There are various existing approaches, but the motivational approach is believed to have a very good role in helping motivate the students.

The last research is from Rizki (2016). This study was designed to investigate (1) the difficulties faced by EFL university students with section two of the ITP, and (2) whether part A or part B was more difficult for them and why. As shown by the test results, students experienced serious problems in answering the TOEFL test questions, namely (1) inversion, (2) subject-verb agreement, (3) adverb clause connector, (4) passive, (5) adjective clause reduced, parallel structure, and verb usage. Inversion (12%) appears as the first topic with the highest percentage of errors, followed by subject-verb agreement (10%), adverb clause connectors (7%), and passive (6%). However, other topics of reduced adjective clauses, parallel structure, and verb usage have 5% each. This study shows that there are difficulties in part B of the IPB test, structure and written expression. Therefore it is very important for students to improve their ability to understand the existing questions. The results of this study also found a new result when compared to research conducted by Hambali (2008). In his study, he revealed that the topics considered problematic by students were: (1) identifying verbs, (2) identifying correct subject and verb order in noun clauses, (3) identifying words with derivation and function. While the subject of this study experienced problems in answering "Inversions", "subject-verb agreement", "adverb clause connectors", "passive", "less adjective clauses", "parallel structure", and "use of verbs". In comparison to the research used determined by Abboud and Hussein (2011) where in their research they found that the subject considered part A is more difficult than part B. Therefore, the issue of whether part A or part B was more difficult for students is still debated and it may need further research. It was found that more difficult part was in part B than part A.

Conclusion

Based on the results and discussions contained in the SINTA journal and previously explained, it can be concluded that in the 5 articles found through the SINTA Journal contained in the TOEFL question there are several difficulties faced by students and teachers, including difficulties in the Structure and written expression section, students feel difficulty in (1) inversion, (2) subject-verb agreement, (3) adverb clause connecting, (4) passive, (5) diminished adjective clause. Difficulties were also found in the reading section, where students found it difficult (1) identifying detailed questions related to titles, (2) determining the meaning of sentences, (3) understanding vocabulary in sentences. In addition, teachers also experience difficulties in teaching TOEFL test preparation, such as being found to be lacking in teaching time, lack of energy and experience of a teacher, it is also found that teachers must motivate students who lack confidence, so that it can help them have good grades. This is a strategy, good for teachers. In addition, it was also found that there were difficulties for students who did not have a good strategy in taking TOEFL, as

well as difficulties in understanding every vocabulary that resulted in students not being able to work on TOEFL questions properly and resulting in low scores. With this research, it is hoped that readers can have further understanding of Toelf in Indonesia taken from several journals at SINTA, both in the form of difficulties faced by students so far as well as strategies that students should have in carrying out the TOEFL test. The researcher hopes that this research can help readers in conducting further research, realizing that this research still needs to be developed

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ENGLISH GRAMMAR LEARNING DURING THE COVID 19 PANDEMIC: INDONESIAN STUDENTS' VOICE

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Abstract

This current study seeks to scrutinize the Indonesian students' views of English Grammar (EG) learning during the Covid 19 pandemic in one of the universities in Indonesia. Ten participants of the fourth semester students of English Education Department got involved in the study. The data were obtained from open questions administered through an online platform. The data were qualitatively analyzed using thematic analysis. Some themes were identified from their responses towards the questions, namely online interaction between the lecturer and students, comfort and flexibility of online learning, distracted learning situation, and the preference on the face-to-face classroom. In addition, it was found that the participants indicated the supports they perceived during learning EG in virtual classrooms. Some implications toward teaching and learning in the future will be discussed.

Keywords: *English Grammar, Indonesian students, online learning, qualitative analysis*

Introduction

A new virus was discovered at the end of 2019 and quickly spread during the first months of 2020. The World Health Organization (WHO) named the recently discovered virus COVID-19 on February 11, 2020, and by March 11, the disease had been deemed a pandemic (Doctors without Borders, n.d.). In addition to widespread infection and loss of life, attempts to curb the virus's dissemination had a significant effect on many industries around the world, including tourism, industry, and education. Many states and organizations instituted physical separation mechanisms in order to shield people. Although such interventions protected physical wellbeing, they also generated feelings of alienation, depression, and loneliness in certain people, which had an effect on their mental and emotional health. Though stress, or emotional burden, is a universal part of the human condition, it may have a negative effect on basic body functions such as sleep, metabolism, and immune systems, as well as undermine overall health and wellness (e.g., Tovian, et al., 2017).

Wang et al. (2020) identified the virus's early effects, including agitation and stress, difficulties associated with home confinement, and health concerns for family and extended family. Among other findings, they discovered that students had higher levels of stress, anxiety, and depression than those of non-students. Such results imply that disadvantaged individuals, such as students, may need additional assistance when confronted with stressful challenges such as those caused by the pandemic. Researchers expect that physical separation and widespread feelings of fear caused by the COVID-19 pandemic would trigger a wide range of educational difficulties, including poor academic results (Sintema, 2020), concerns around students' physical fitness and well-being (Rundle et al., 2020; Van Lancker & Parolin, 2020), as well as negative disruptions to internal and public reviews (Burgess & Sievertsen, 2020).

As the virus started to spread rapidly, some colleges soon closed to protect students and teachers, while others switched to online teaching and learning using different internet-based services. In that situation, students must resume their studies from home using an online learning system. This is the only option for ensuring that students continue to learn despite the crisis. According to Jena (2020), online learning is a learning system that makes use of the internet. Teachers maintain an unphysical presence in the simulated classroom by providing a supportive and relaxed atmosphere for students (Joshua, 2018).

Teachers have required students to have English experience in speaking or listening by using a video conference or zoom application; however, not all students will be able to join because their Android smart phones do not allow it. Despite the fact that the schools or colleges included a free internet access plan, this issue could not have been resolved adequately. According to Pallof and Pratt in Gudea (2008), teaching online isn't always simple because it needs direction and tough work. It is

concluded that teachers should have to spend more time developing resources and activities, assessing students, and other aspects of online instruction.

A number of research have recently been examining online learning as the solution to provide students from various disciplines with adequate facilities to catch up with learning materials (Al Amin et al., 2021; Almetzawi et al., 2020; Atmojo & Nugroho, 2020; Destianingish & Satria, 2020; Hartshorn & McMurry, 2020; Moser et al., 2021). Despite the previous studies concerning online learning due to the pandemic, little is known about how students perceive their learning condition when learning English Grammar through a virtual classroom using the Zoom platform. Therefore, the researcher is interested in exploring: 1) How do the students view English Grammar (EG) learning during the Covid 19 pandemic?, and 2) What supports the students' understanding of English grammar during the pandemic?

Methods

In this research, a qualitative case study design was applied to discover students' perceptions of English grammar learning which was delivered online through various online platforms. The data were collected from ten English students of Advanced English Grammar which is considered one of the courses taken by the fourth semester students and were administered through an open ended online questionnaire using the G-form platform. The participants were selected following the convenience sampling technique by choosing the students who could be reached conveniently. This sampling was properly chosen due to the pandemic situation in which it was difficult to reach all students for data collection. The data were then analyzed qualitatively using thematic analysis process. From the analysis, a number of themes related to the students' views on English grammar learning and supporting and impeding factors of understanding English grammar during the pandemic were revealed.

Findings

The findings of this current study were divided into two parts according to the research questions.

1. *How do the students view English Grammar learning during the Covid 19 pandemic?*

This first question uncovered a number of themes which were derived from the participants' responses of the questions. There were four themes obtained, namely: online interaction between the lecturer and other students, comfort and flexibility of online learning, preference of face to face interaction, and distracted learning situations.

Online Interaction between the Lecturer and Other Students

Most of students realized that there was no other way of communicating and interacting with others in the classroom but through online interaction. The learning and teaching situation in the Covid-19 pandemic was seen as the biggest reason why learning and teaching must be done online. From the responses, most of them agreed on the use of teaching platforms which were commonly used to learn EG during the pandemic as seen in the following excerpts:

"We used Zoom meeting & WA group to communicate and interact. Some grammar tests were formally conducted through a google form, for example, the mid-term quiz and some other formative tests. But, the lecturer often gave some practice on Zoom, too. If time was over, it was continued on WAG" (P1).

"I learned grammar through Zoom meeting and WAG with my friends. I communicated directly with my lecturer when trying to answer a question on Zoom meeting" (P2).

From the above answers, it was found out that the complexity of English Grammar learning was shown by the continuation of learning process from the Zoom platform as the synchronous virtual classroom to the asynchronous WhatsApp Group (WAG) due to the limited time of virtual classroom. As a consequence, they used the opportunity to learn EG online by asking questions and doing exercises on Zoom which would be continued to the asynchronous discussion on WAG.

Comfort and Flexibility of Online Learning

Despite the emergency situation, some participants felt comfort and flexibility in learning English Grammar online. This is shown from the following responses they stated:

"When learning EG, I felt more comfortable because I didn't need to dress up while learning" (P2).

"I like online learning because I learnt from my own room, I could be more relaxed and comfortable compared to face to face learning" (P7).

"I like learning from home because it feels like at home, the atmosphere is more relaxed and more flexible, for example, when it is really tired to sit, you can rest" (P10).

From the responses, it was shown that online learning lead to the feeling of comfort and flexibility to the students that bring positive motivation in learning.

The Preference on Face-To-Face Classrooms

While asked about their opinion pertaining to the types of classroom they prefer between online and face-to-face, all of the participants approved that face-to-face classroom was still the best option for them to understand materials compared to learning through online platforms. Some of the participants affirmed as follows:

> *"I prefer to have F2F interaction because it will make me understand more through visual situation. For example: lecturers cannot confirm whether students understand or not because no camera on Zoom meeting"* (P1).

> *"In terms of the learning materials, I feel that I could understand them more when I learnt F2F with my lecture. For example, when the lecturer saw my face, usually she could understand, "ah, this student doesn't understand", so she explained again"* (P8).

Distracted Learning Situation

Most of the participants believed that online learning lead to uncomfortable and distracted learning situations, such as the feeling of tired, sleepy, annoyed by surrounding at home, etc. Some different situations were briefly described from their responses:

> *"I enjoyed learning online, but sometimes I felt worried because when I felt too relaxed, I might become very lazy, for example, I might be learning while sleeping at the same time, or I probably could open other websites or play online games instead of focusing on the lecture, So, there may be too much distraction"* (P2).

> *"When learning EG online, being focused is very difficult to do because there must be something or many things that can distract me from learning so this makes it more difficult for me to pay attention to the lecture…. I don't like the online class because sometimes when I wasn't ready with the materials or when I felt sleepy as I kept looking at the laptop all day long, I couldn't understand the material well"* (P3).

2. What supports the students' understanding of English grammar during the pandemic?

The online learning situations are quite difficult for students. However, some supporting factors were known to be providing assistance for students to understand the materials of EG. The students' responses can be shown as follows:

Lecturer's explanation on Zoom meetings

One factor which helps students comprehend the materials in remote learning is the explanation from the lecturer. This factor is believed to give a good help to make students understand the grammar lessons. Some of the participants confirmed that:

> *"The lecture explanation is the main factor that helps me understand the material"* (P3).

> *"I prefer having a Zoom meeting with the lecturer explaining rather than doing practice online on Google form"* (P4).

> *"I am the person who learns better when being explained by the lecturer rather than reading the materials by my own"* (P5).

> *"Despite the provided materials, I needed my lecturer to explain it before I did the exercises"* (P7).

Friends' explanation

In addition to the lecturer's explanation, their classmates play a role in helping them understand the materials. When the lecturer's help was solely reached when they had a virtual meeting, friends' assistance in explaining the grammatical items was more easily obtained. It is revealed from the following excerpts:

> *"When I had trouble, I usually asked questions and had discussions with my friends who were more knowledgeable because I think it really helped me when I didn't understand a material and my friends helped me understand"* (P3).

> *"When I didn't understand the explanation from the lecturer, the explanation from my friend also helped me understand the material"* (P5).

Youtube Videos

The use of audiovisual materials supported the students to grasp the EG materials. One of the learning sources where those materials can be virtually

grabbed. The ease of technology use benefits the students from expanding their knowledge of EG. This can be seen from the following excerpts:

> *"To understand more about EG, I tried to watch videos on YouTube, the videos with the easiest explanation with understandable vocabulary and speech from the native speakers"* (P5).

> *"Videos on YouTube helped me a lot when I didn't understand the materials of EG, even when my lecturer and friend had explained it to me"* (P7).

Online Written Materials

Online written materials here refer to the relevant English grammar materials either provided by the lecturer through Powerpoint presentation or browsed freely from the internet. These materials are believed to improve students' understanding towards the given grammar topics. This is clearly seen from the following responses:

> *"Searching materials on internet is my preference during the pandemic because it provides complete materials, from lower to higher level of difficulty"* (P6).

> *"The lecturer also provided her own self-made learning materials and practice in the form of powerpoints that could be used as a reference in learning. The materials were usually sent to us through WAG"* (P9).

Discussion

The exploration of students' perceptions of online EG learning has proven that both the lecturer and students have done their best in undergoing English Grammar learning during the pandemic. A number of advantages of English grammar online learning through a virtual classroom reveals that students perceive positive sides of it. This is in line with a study done by Hartshorn and McMurry (2020) that found out that, in addition to the feeling of stress, frustration, and fear of the pandemic, the teacher and students had sense of priority to teach and learn English more diligently than they did previously.

This current study also revealed that Zoom was primarily used as the selected platform to convey the teaching and learning tasks in which it echoed a previous study which unveiled a similar situation where Zoom was preferred by the majority of the students and teachers in providing instruction and explanation of the lessons (Destianingsih & Satria, 2020). In addition, WhatsApp is considered another best interaction application to connect the effective communication between the lecturer and other students as stated by Klobas &

Renzi that students' interaction and engagement must be well supported by technology. In other words, technology which is applied well and wisely for teaching will result in effective students' learning.

Apart from the difficulties that might come along with the advantages of technology, virtual education is now becoming a new norm, so teachers' attempts to understand students' needs in learning virtually is a great challenge for the teachers (Witze, 2020).

Conclusion and Implications

The aims of the study is to explore students' views on the online English Grammar learning during the Covid-19 pandemic, including the supporting factors which help the students understand the materials in a remote learning context. Based on the results, it was revealed that the students viewed EG learning during the Covid 19 pandemic as something that is comfortable and flexible, but also unpleasant at the same time. Some aspects support the students' understanding of EG such as lecturer's and friends' explanation, online videos, and online written materials. All of the factors are inseparable factors which were used intertwined one another. It is hoped that when the pandemic is over, the teaching and learning situations can go well again. However, the use of technology to facilitate online learning can continue to keep supporting students' learning process.

The present research gives contributions to the literature on online language learning in EFL context from teachers' perspective. From the current study, some relevant implications can be highlighted. First, the lecturers are required to identify students' psychological problem when they learn English Grammar online. Learning English grammar is not like when the students are assigned to speak or listen to something freely, instead, they need to be provided with clear ideas on particular grammatical items. Second, the virtual classroom would be more meaningful if it is provided with various online grammar learning activities to attract students' attention so that they won't be distracted from other things but focusing only on the lectures. Las but not the least, both students and lecture should negotiate concerning the anticipatory actions when the internet connection problem occurs in the middle of the lectures, such as preparing another back-up virtual classroom just in case the main classroom was disrupted before the course begins or in the middle of the course.

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WRITING PROJECT IN EFL CLASS: FROM DESIGN TO RECOMMENDATION: A SYSTEMATIC REVIEW

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Abstract

The purpose of this study is to find out the EFL students' problems towards writing, which are taken from sevepeal articles. The method of this study is to use systematic review. The result shows that most of the articles review focus on students' anxiety in writing; the effect of students' self-confidence in writing; students' writing tasks; some strategies and techniques usage in writing; some challenges in writing; and writing process itself. The significance of the study is first, writing should be integrated with other skills, second writing will be effective if teachers involve students' emotion or feeling by motivating them, third writing should be more creative if the teachers provide some strategies or techniques to the learners, fourth students' writing skill will be more creative if the teachers give enough supports to the learners, fifth writing challenges will be overcame if the teachers give more attention to the learners, and the last writing skill will be increased if the teachers can help the student to know the process in writing itself.

Keywords: *writing, EFL, design, recommendation, systematic review*

Introduction

The teachers have to be aware that writing skill is one of the most important that the students must be posed. By having the capability in writing, the students can be able to speak fluently because they can express their ideas in writing as well. In Indonesia country, writing ability has been thought from Junior High School up to University stages. The students are expected to improve their writing skills from those educational stages. It means that writing skill is taught from the beginning level to advance level so the students can develop their skills based on each level. Learning how to write brief paragraphs and essays is one of the terrible experiences for students in school, but it is also one of the essential skills. If kids do not attempt to learn the skill of writing at a young age, they will face difficulties in mastering the skill in their later life.

Writing is a productive skill in which students can write an essay or paper as their projects in the school area. Writing is the fourth of the four language skills which are listening, speaking, reading, and writing. To write it is essential to understand the basic system of a language. In English, this includes knowledge of grammar, punctuation, and sentence structure. As English teachers, we have to teach our students all elements of writing from writing design and its recommendation. Writing has an important purpose that is to achieve communication in written forms. Emilia (2005) assumed that the written forms composed should be organized properly, written accurately, and meaningful for the readers. Organization, accuracy, and meanings are only some elements that are demanded by particular readers in certain contexts. For example, academic or scientific writing is demanded in academic institutions such as universities.

Teaching writing to students is very challenging especially for those who learn English as a foreign language. As Liando & Martha (2019) stated that it is difficult task to teach English for the students and the teachers are expected to give enough attention in order to catch the pupils expected attention during the process of learning. In Indonesia, English is being taught as a foreign language so the students are very difficult to comprehend it. One of the reasons is they are not making writing is their habits. Liando & Martha (2019) argued that "Writing is one of the four skills to be learned in school. It is the activity learning process. Learning to write is the process where the students learn to use ideas and facts. In this we must proceed by stages from simple to complex. The term of ability is defined as skill or power. Consicely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed." That is why teaching writing must be an enjoyable situation in this research. In this study, expression creatively is being focused on this orientation of teaching writing.

Furthermore, Elbow and Murray cited in Hyland (2003) stated that most writing teachers basically from free arts assumed that by encouraging the capability in

expressing something of second language learners become a teaching and learning goal, and motivating the learners to create writing freshly and spontaneously. This means that the teaching and learning of writing are adjusted based on the students' boost and thought, and it is supposed to be creative expressions belong to the learners. Every learner wants other people to understand what they think and they like to act it out by learning the expression of their opinions and thoughts. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her view on a topic. Teachers see their role as simply to provide students with the space to make their own meanings within a positive and cooperative environment.

Furthermore, Flower and Hayes (1981) stated that three characteristics of the writing process as the original planning, writing, and reviewing the framework for all English teachers. Similarly, Zamel (1983) supports those three parts of writing such as nonlinear, explanatory, and generative process in which the writers find out and rearrange their thoughts meaningfully. In the writing process, there are some steps to be noticed such as planning, drafting, revising, and editing so that it is not acceptable to occur in neat linear sequence but recursive is better, to interact and be simultaneous as potential, even though the writing is undone but it can be reviewed, evaluated and revised by the teachers or readers. It means that the writer can recheck any of those activities. For example, they can return to the sources at the library to get more information, they can revise the plan to get new ideas or they can rewrite their writing after getting suggestions from the experts. Furthermore, Hyland (2003) proposed that the learners need guidance from the teachers both in learning how to write and understand how the writing process by looking at some aspects in writing such as choosing the topic, listener, objective and cultural norms in writing production. To be more specific, Cumming cited in Hyland (2003) suggested some focuses on writing instruction as a second language; It refers to theories as curriculum options in which a different focus has seven orientations such as language structures, text function, themes or topics, creative expression, composing process, content, genre and context of writing. Exploring creative expression, composing process, genre, and context of writing are the focus in this study.

This review examines the studies on a writing project in EFL class in the last 5 years between 2015 – 2019 to answer the following questions:

1. Where were the studies conducted?
2. Who were the main participants of the studies?
3. What were the aims of these studies?
4. What methodology and methods were used?
5. What were the main findings?
6. What are the directions for a future Writing project in EFL class research?

Methods

Torgerson (2003) defined that systematic review is a research method itself through rigorous examination of relevant studies according to explicit criteria to answer specific questions. However, as Bearman (2012) declared that in education field, this term is used loosely. According to Petticrew and Roberts (2006) stated that this review is guided by different versions of systematic review, and the design has been constructed loosely around the method outlined. This systematic literature review involves the steps such as (1) Defining the parameters, questions and choosing key words, inclusion & exclusion criteria, and databases (2) Carrying out the literature search (3) Screening the references (4) Assessing the remaining studies against inclusion and exclusion criteria (5) Assessing the quality (6) Extracting the data into a summary table of information (7) Synthesizing the studies to answer the research questions and (8) Writing up the report.

The purpose of this review is to examine the state of existing research on writing project EFL class contexts, the design of writing, the recommendation of writing and identify possible gaps for future research. This purpose helped to define the above questions and the review protocol, which was submitted for Manado State University in December 2020.

The key search terms used were "writing", "writing project", and "English as foreign language", or "EFL". The reviewed studies were identified through popular electronic databases, namely the web of science; Science Direct; Scopus; TEFLIN; JELLT; The journal of ASIA TEFL. Articles From 2015- 2019 the literature search had identified more than 200 citations whose titles and abstracts then were screened against the following inclusion and exclusion criteria.

Inclusion criteria:

- research that focused on writing project : from design to recommendation
- research carried out in an English as a foreign language (EFL) context
- research reported in English peer reviewed academic journals whose full text can be accessed online
- academic publications from 2015 to 2019

Exclusion criteria:

- studies before 2015
- studies with English native teacher participants
- studies with focus on writing project in EFL learners class only

The initial screening identified almost 25 citations, which were further refined and duplicate references were removed. There were 10 articles remaining for full – document examination against the following criteria of quality appraisal:

- the internal methodological coherence of studies based upon the study itself
- the journal or the source where the reports were published
- the level of English language teaching specificity of the studies

This process left 10 studies in 16 reports to be included in the in-depth review. As Renandya (2014) argued that the excluded articles are mainly from less qualified sources, for example, non-anonymous peer review procedia or questionable journals where the authors need to pay for publishing their work. The information of those reports was extracted into a summary table with the following headings: (1) Citation, (2) Contexts, (3) Participants, (4) Research questions, (5) Methods, (6) Findings, and (7) Notes. In the in-depth review, the collected information was synthesized to answer the research questions.

Findings

National Contexts of the Reviewed Studies

Figure 1 shows information about the origins of the studies included in the review. The interesting finding is the dominance of research in Indonesia areas, with more than 60 % studies included in the review (n= 6). On the other hand, Turkey, Vietnam, Thailand, Chicago, and Poland have only 1 article to each of these countries. There exists a lack of variety in EFL contexts in which Writing project has been investigated. A surprising finding of this review is that there is no identified study in Africa and mainland China, the largest EFL context.

Table 1: Origins of Writing project in EFL class studies conducted in 2015-
        2019 (N=10)

No	Country	Articles
1.	Indonesia	6
2.	Turkey	1
3.	Poland	1
4.	Chicago	1
5.	Vietnam	1
Total		10

The Participants in the Reviewed Studies

Figure 2 presents the distribution of participants in writing project in EFL class research among EFL contexts. The results from the current study show that the majority of reviewed studies focused on student teachers rather than on practicing teachers. In total, 8 out of 10 studies (88.9 %) focus on student teachers (e.g., Zorbaz, 2015; Nurhayati, 2016; Pawliczak, 2015), while only two studies investigate training teachers (e.g., Dewi Atikah, 2018; Maolida & Mustika, 2018).
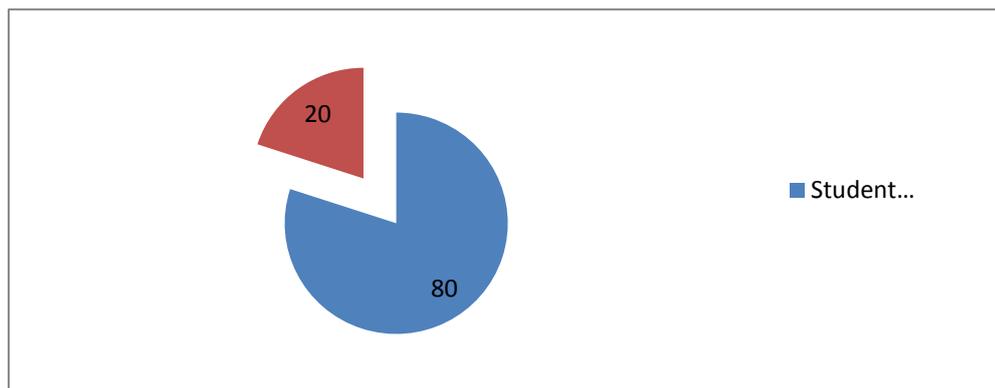
Figure 1: Distribution of participants in Writing project in EFL class studies
        conducted in 2015-2019 (N=10)

Main Aims of the Reviewed Studies

This section of the study aims to provide a general view of the main themes emerging from the reviewed studies. The majority themes reflected the primary focus of writing project research. It can be seen in the following table:

Table 1: Main Aims of the Reviewed Study

Authors	Objectives	Setting	Research Design	Sample	Data Collection Method	Result
Kemal Zeki Zorbaz, 2015	To investigate the level of anxiety in writing at first year student at Mustafa Kemal University.	Antakya-Hatay, Tukey	Quantitative	455 first year students at Mustafa Kemal University	Survey	The result showed that 12.5 percen of the freshmen student had high levels of writing anxiety; for others had average and 32 percen of them had low level of writing anxiety.
Dwi Astuti Wahyu Nurhayati, 2016	To offer some various kinds of demonstration on how to deliver thought or writing practice in designing a script and drama.	Tulungagung, East Java Indonesia	Qualitative	Fourth Semester students of English Department at State Islamic Institute of Tulungagung-Indonesia (50 Students who joined the speaking class)	Observation	The students become more self-confidence to utter ideas, expressive including writing a script, drama is considered as an appealing learning strategy which Promotes not only goal-oriented learning but also emotional intelligence skills.
Aunurrahman, 2019	To explore the English as a foreign language second semester students' writing anxiety	Pontianak, Indonesia	Quantitative	92 students from a private university in Pontianak	Survey	The writing anxiety questionnaire reports that 53.26 % (n=49) of the students' experienced low writing anxiety and 46.74 % (n=43) of the students experienced high writing anxiety. In terms of the components of writing anxiety, the students experienced anxiety in the component of evaluation (mean score 19.86), product (mean score of 19.25), and stress (mean score of 16.52).
Joanna Pawliczak, 2015	To propose the use of writing tasks to be more creative and crucial in educational	University of Lodz, Lodz, Poland	Quantitative	33 Students	Survey	The result showed that the biggest famous creative writing was about detective and horror and 45 of the students agree to write such kind of story writing, secondly, just 27 percent of students wrote

	surroundings.					poetry, thirdly 18 percent of student wrote fan fiction and lastly only 9 percent student wrote screen play
Triubaida Maya Ardianti, Dwi Anggani L. Bharati, 2016	To investigate the students' participation in learning argumentative writing through workshop event.	Randublatung, Indonesia, Semarang Indonesia	Quantitative	32 of grade eleventh students majoring in natural science.	Survey	The result showed that students' participation actively and collaboratively by peers can be established and improved.
Dewi Atikah, 2018	To describe teaching strategies in Writing class	Kendari, Southeast Sulawesi, Indonesia	Quantitative	The lecturer participated in this small scale research completed his Master of Art (MA) in TESOL and Foreign Language Teaching in University of Canberra, Australia	Survey and Interview	This small-scale research might not provide enough evidence about how effective the teaching strategies used in a sample of writing class. However, it provides a description of several strategies which are also favorablefor the students. This research can provide more guaranteed result about the effectiveness of certain strategies if it is supported by the analysis of students' writing
Ning Setio Wati, 2018	To find out whether creativity has significance influences toward writing achievement	Lampung	Quantitative	Third semester students of English Department of IAIN Metro	Survey	The result of this research is the students who have creativity could give significant effects on the students' writing ability and the creativity that was given by the lecturer was effective
Jenny Cole, Jay Feng, 2015	To provide research based techniques successful in improving the writing	Chicago	Quantitative	Second grade ESOL students	Survey	The findings suggest that through the use of technology, pre-taught vocabulary, various teacher influences and the implementation of positive diverse literacy practices, this goal can be attained.

	skills of ESL students.					
Dang Thi Ngoc Anh, 2019	The purposes of this study are to observe students' writing challenges and identify factors regarding of the writing skills to be improved.	Vietnam	Quantitative	First year students of TUEBA	Survey	The result showed that The major problems in student's writing are the lack of vocabulary, the limited knowledge of grammar and the insufficiency of writing skills. These challenges are affected by various factors as the materials, the teaching methods and the students themselves. The study suggests remedial measures such as raising student's awareness and motivation, developing writing materials, improving the English curriculum and boosting teaching methods with the application of technology in managing student's work and giving correction and feedback
Elis Homsini Maolida, Gilang Mustika, 2018	To present the process of writing project at Ibunka.	Indonesia	Qualitative	15 students who take part in the project for more than twelve weeks	Survey and Interview	The result showed that In prewriting, for example, the students experienced a different mixture of conversation, silent thinking, reading some sources, clustering, and outlining Strategies. In drafting, most students focused on writing their ideas and avoided losing the ideas by mixing the language while the others did revision and editing during the drafting process. In revising and editing, the students asked for feedback and utilized technologies to help them improve their writing. Even though all students published their writing in Project Ibunka, each student had a different experience of the publishing process. It shows that all writers have their way and strategy that work for them and what works for a writer may not work for another and vice versa.

The percentage is around 60 % focus of this review study is about writing project as the major study and EFL teaching strategies (e.g., Cole & Feng, 2015; Atikah, 2018). This study also investigates the effects on writing based on its variables (Zorbaz, 2015; Setiowati, 2018). They described how the effects on writing can give impacts on writing skill of students' writing ability

Lastly, the field of the study is to describe the anxiety factor in writing which is proposed by Aunurrahman in 2019 and the usage of drama in writing which is delivered by Astuti & Nurhayati, 2016.

Research Methods Used in the Reviewed Studies

Table 2 provides the general description of the methods used in the reviewed studies. Researchers in the field used a wide range of research approaches and diverse data collection tools, especially in the quantitative studies. Eighty percent of the studies employed quantitative approaches (n=8) and twenty percen of this studies were categorized as qualitative approaches (n=2).

Table 2: Methods in Writing Project Research Conducted in EFL Setting in 2015 - 2019

Research approach	Data collection instruments	Examples
Quantitative (n = 8)	Survey	Dang Thi Ngoc Anh, 2019
Qualitative (n = 2)	Focus group, semi-structured personal interviews, non-participation observation, personal journals, Non-participant observation, field notes, semi-structured personal interview, participants' practically oriented assignments and feedback from lecturers	Elis Homsini Maolida, Dwi Astuti Wahyu Nurhayati, 2016

The result of the current studies shows an increase in the proportion of qualitative method, although quantitative studies are still dominant. Interestingly, there was a close correlation between the aims of the studies and the research approaches. For example, 40% of quantitative studies (n=6) were cross-sectional survey studies that focused on investigating correlations between Writing project and other teacher variables. The other studies aimed to explore the effects on writing based on the provided variables (n=2). And the last studies used qualitative methods in writing project and using drama in writing and speaking (n=2).

Main Outcomes of the Reviewed Studies

This section presents a general overview of the main outcomes of the reviewed studies, which are categorized according to the research themes (see Table 1). The first theme reflects the association between writing skills and other teaching variables. For example, Pawliczak (2015) in her paper discusses her opinion about creative writing skills. She presented a study on the survey about the importance of using creative writing tasks in the academic environment. The paper is divided into two sections. In the first part, some aspects of the teaching of writing skills are discussed. The second part contains a practical study of the survey. A detailed discussion of the characteristics of creative writing skills are presented and analyzed in terms of the theoretical assumptions put forward in the paper. Its survey showed that 94 % responded positively that creative writing is important for students. For the majority of them, creative writing skill is worth developing for future success in different tasks posed by supervisors or life in general. The survey revealed that the most popular creative writing activity was writing detective, horror, and what-if stories (45% of the students agreed with that) whereas poetry writing scored 27%, fan-fiction writing scored 18%, and screenplay writing scored 9% respectively. The data is shown that the importance of good materials and support provided by the teacher is more significant. Finally, according to the students' opinion, it can be established that the fields of a positive influence of creative writing tasks are mainly vocabulary, grammar, imagination, and even self-esteem, etc. All things considered, we can come to the conclusion that creative writing is the best way to improve students' writing skills. As one of my students wrote: Creative writing opens your mind to different things; you can look at the world in a way you haven't looked before.

According to Anh (2019) found that writing skill is commonly known as the most difficult but the least liked skill although it plays a crucial role in language production. At the University of Economics and Business Administration – Thai Nguyen University (TUEBA), Writing is one of the compulsory subjects in the English curriculum for the high-quality training program to promote students' English commands for their academic training and future career development. Actually, there are numerous factors influencing EFL student's learning processes that shape the learning results. She investigated the challenges belongs to the students encounter when learning to write English, and identify factors hindering their writing skills. Especially, her research focuses on obtaining flexible and proper recommendations for improving student's writing skills. The result showed that the major problems in student's writing are the lack of vocabulary, the limited knowledge of grammar, and the insufficiency of writing skills. These challenges are affected by various factors as the materials, the teaching methods, and the students themselves.

Based on that problem above, her study suggests remedial measures such as raising student's awareness and motivation, developing writing materials, improving the English curriculum, and boosting teaching methods with the application of

technology in managing student's work and giving correction and feedback. Writing skill is one of the four basic and indispensable skills in the process of learning and using English. Writing is often considered the most difficult and boring skill but this is still an important skill students need to grasp. The research results show that the writing skills of high-quality training students are very limited and under expectations. Students themselves have no sense of self-awareness and initiative in the subject. During the course of writing, students face many difficulties in vocabulary, grammar, syntax and are unable to apply flexible writing strategies effectively. The cause of the difficulties comes from the subjective side of the students themselves and objectivity due to the elements of learning content, teaching methods, teachers' requirements, and the influence of the mother tongue.

From analyzing the students' common writing mistakes, their difficulties in practicing writing, and the causes, the research proposes solutions to improve the English writing skills of the students. Also, it helps enhance the effectiveness of the teaching and learning of writing skills in the English curriculum for the high-quality training program at Thai Nguyen University of Economics and Business Administration. The three main groups of solutions are proposed including (i) solutions for students to raise awareness of the role of writing and the importance of writing skills for their own learning and work in the future, (ii) solutions for the lecturers to improve teaching methods and diversify learning activities to attract students to study and improve writing skills; and (iii) solutions for the curriculum and teaching materials. Based on the research by Mogea, Wuntu, Robot and Tampatonda (2020) suggested that to be successful teachers and students rely on the teachers' ability in explaining the lessons, the learners' ability in understanding the lessons and also the benefit of the materials are explained in the classroom according to the students' need.

As Maolida & Mustika stated that Project Ibunka is an online cross-cultural exchange program that has a text-based bulletin board discussion where the students from various cultures can write about several topics from school life to social issues and give comments to each other. In the context of this study, this program is used as a media to develop students' writing skills. This study aims to reveal the students' writing process in the Project Ibunka. This case study involves 15 English department students who take part in the project for more than twelve weeks. The data are collected through observation and interview and they are analyzed qualitatively. The result revealed that most students experienced all stages of the writing process from prewriting, drafting, revising, editing and publishing. However, the arrangement, the way the students put the stages into practice, and how they applied their strategies at each stage were various. In prewriting, for example, the students experienced a different mixture of conversation, silent thinking, reading some sources, clustering, and outlining strategies. In drafting, most students focused on writing their ideas and avoided losing the ideas by mixing the language while the others did revision and

editing during the drafting process. In revising and editing, the students asked for feedback and utilized technologies to help them improve their writing. Even though all students published their writing in Project Ibunka, each student had a different experience of the publishing process. It shows that all writers have their way and strategy that work for them and what works for a writer may not work for another and vice versa.

Discussion and Implications for Future Writing Project Research in the EFL Field

This systematic review has given a descriptive picture of writing project research conducted in EFL contexts. According to Flower and Hayes (1981) assumed that an approach of high order thinking process in writing becomes as important development that the teachers can see by the students' product in writing. Similarly, with the quotation above, Pincas (1982 in Badger & White, 2000 cited in Gonzales, 2010) stated that a Product-based approach in writing focuses on students' ability to utilize vocabulary, syntax, and cohesive devices in their piece of writing. Based on the findings mentioned earlier, the issues and directions for future research in the field will be discussed.

Most of the writing project research in the field was conducted in Indonesian countries. The writers think that we need to investigate wider in different countries. So we can compare the research from different cultures and costumes. Surprisingly, there is only one study in each of these countries such as Vietnam, Poland, Chicago, and Turkey.

The results of the review showed that the participants are mostly taken from the student teachers rather than training teachers. For example in Kemal's article took 455 freshmen students who are studying at Mustafa Kemal University as his respondents. The level of writing anxiety belongs to learners who wrote journals lower than learners who did not keep writing journals. It means that students who keep writing journals can give a good impact on them to have lower anxiety in writing. That is why as English teachers we must suggest our students write journals in order to make them easier in expressing their feelings or ideas.

In line with Pawliczak (2015) on her data collection in Poland found that the creative writing activity becomes really the best way to improve students' writing skills. As English writing teachers, we can't teach writing to students too monotone but we must create writing more creative and enjoyable.

For research methods, they mostly used quantitative approaches in their studies. On the other hand, there are only two studies that they used quantitative approaches on their studies. They used surveys, observation, and interviews on their studies such as in Indonesia, Turkey, Poland, Vietnam, and Chicago.

In their research aims, most studies in the field investigated the correlation of writing with other EFL teacher variables such as English proficiency, anxiety in writing, effects on writing, and instructional strategies. Even though there is a lack of evidence for a writing project in EFL class: from Design to Recommendation or the students' achievement. Only three studies in Indonesia, Poland, and Vietnam reported a positive impact. Additional research to support the connection between writing projects in EFL class: from Design to Recommendation's outcomes is needed.

Conclusion

There are some recommendations of this systematic review has provided to both the teachers and the students to give more attention. First, the teachers should investigate the students' anxiety in writing and how to overcome it. Second, the teachers should be cooperative in order to build up students' self confidence in writing. Third, the teachers should provide best strategies and techniques in order to increase students' writing skill. Fourth the teachers must be innovative in creating writing tasks. In addition, the benefit of this study is to provide the teachers how important the strategies in writing, the effects on writing based on the provided variables, and the design or recommendation in writing. They should have applied all in the teaching and learning process so it can be easier for them to develop the students' ability in writing skills.

As a human, the reviewers acknowledged that several limitations might influence the results of this systematic review. Firstly, the study is not exhaustive, as the potential citations were peer-reviewed articles identified in some databases, although those are most influential in the field. Moreover, relevant research may have been missed because of the limited choice of search terms. However, a thorough search for all writing project research in EFL contexts would be beyond the author's resources, and the author is confident that the included articles can represent the current state of writing project research in EFL settings. Future reviewers with more resources can expand their databases and their choice of research works (e.g., including unpublished theses, non-English publications) to provide a more complete picture of writing project research in the field.

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POETRY IN ENGLISH LANGUAGE TEACHING: A SYSTEMATIC REVIEW

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Abstract

Poetry is one of the kinds of literature that has been disregarded as one of the media in English language teaching and learning. The chance to explore and expand students's knowledge and skills of English in fact can be attained by applying this media. Facing the phenomena in the teaching and learning process of English that learning English through poetry is challenging for the teachers as well as the students, this is also challenging to reveal the hidden benefit of it. This construction seems to be under-investing in the field of English Language Teaching (ELT). This systematic review aims at examining the state of the role of poetry in English Language Teaching in the research publications from 2016 – 2019. Five studies have been chosen to be reviewed about their (i) context, (ii) participants, (iii) focuss, (iv) methodology, and (v) findings. The result of this systematic review shows that quantitative and qualitative approach are applied in the reviewed studies, and majority of the participants are students at the university level. This review investigates about the use of poetry as media in English language teaching, what are the appropriate method to teach poetry in English class, and the role of poetry to develop the character education and about writing poetry itself. Good strategies in teaching and learning poetry can possibly achieve one's English proficiency.

Keywords: *Poetry, Media, English language teaching and learning*

Introduction

Poetry is one of the kinds of literature which is the most unique kind comparing to its sister genre prose and drama. It can tell great and big things only in a fewer words, the words are compressed or concentrated. The knowledge of words and symbols become essential to be explored to come to the full understanding of a poem. It really deals with value and aesthetic represented by a language. Poetry as a type of literature must also be through a creative process in the form of written or printed beauty and value in terms of diction and typography (Wellek and Warren in Noermanzah, 2017). Wahyuni (2014) says that poetry is a recording and interpretation of human experience that is changed in the most meaningful form by providing beautiful language. It asserted that poetry can bring a wonderful sense of meaningful experience through reader. Poetry is also the most difficult subject among drama, prose, short story and, etc. This may happen for its distinctive features such as physical structure, linguistic features and mental structure as well (Dirgeyasa, 2017). The difficulties are not just for students but also sometimes for teachers.

The systematic review project reported here addresses the researches gap by providing descriptive picture and current issues about Poetry in English language teaching and learning. It will be presented firstly about the background, the purpose and the method of this systematic review.

Background

Poetry is a media used in English teaching and learning classroom. But in fact poetry has been neglected as a device for the teaching and learning. Students should have enough knowledge of poetry before dealing with it in teaching and learning of english. The lack of the knowledge will affect their interest and motivation of dealing with poetry. Many ESL/EFL teachers consider literary works including poems as works of art and beyond the proficiency level of students. It is usually ignored as an appropriate source of teaching and learning (Bassnett & Grundy, 1993). Even teachers many times doubt of using poetry in English language teaching.

However, there are educators, researchers that had observed in many different ways. There are those who think that literature can give a big impact for students, in which literature can help students to develop personal enrichment, language development, and cultural enrichment (Lazar, 1993, Carter & Brumfit, 2000). When a teacher tries to use poetry in English teaching, the student should learn first about poetry, they also should learn about culture. Dealing not only about the language, but culture and art, and by the advantages the students can possibly be motivated and get interested in dealing with poetry in the teacing and learning English, at the same time this may help them improve students' skills and achievement of English. (Zeyuan, 2010). That is one of the ways for a teacher with this strategic way to increase the students' proficiency.

Poetry also helps in vocabulary building; enhances listening, reading, writing, grammar, builds cooperation, imparts values, builds self esteem and allows the learner to have fun (Elena, 2013). This is seemingly rich with beneficial devices for helping

the students to learn English. When poetry is effectively taught, enrichment in English language may cover many aspects in language skill. Poetry integration in Jumior high school cirricullum is only given less emphasis, although some consider teacher and learner will choose using poetry as an effective way in teaching English for the enhancement of students' achievement. As a matter of fact, poetry can be enjoyable for its art, challenging for understanding and having the ideas, values, moral teachings in it.

Understanding the ideas described above, a teacher of English should be very adept, sensitive and precise in understanding the situation and the condition of students, their needs and the strategic ways that fit in the students' condition including their social, cultural, and psychologial state. Teacher should be very patient in observing the progress of the students. When this is neglected, the difficulties will become closer which threaten the sucessful teaching. Teacher is the most important controller of the students' success. It is also a teacher who must use and choose a correct strategy, method and technique. Applying poetry suddently in the teaching and learning process can be vulnerable since applying poetry needs an initial knowledge about poetry itself as about how to discover ideas from figurative language used ; simile, metaphore, personification, connotative meaning and denotative as well. So it will be ineffective to be applied to the teaching to the students of low of their proficiency. Liu (2005) stated that the performance of language proficiency is related to learning strategies applied by students. The quotation shows that Liu also agrees that teachers of English should be a good controller, the success of the student mostly is in their control of many aspects involved in a teaching and learning process of english. More than that a teacher should also consider about level of difficulties that should be understood by students, and so sequene and procedure become essential. Thus, EFL educators should develop strategies as deciding steps or procedure. This is not also an easy task for a teacher of english when he should master all aspects of the students' condition, their own knowledge, and students knowledge. Using learning strategies is for making learning easier, faster, more enjoyable, more self-directed, more effective and more transferable (Oxford, 1990). Therefore, a language learning strategy becomes important to improve efficiency and improve and energize autonomous learning (e.g., Macaro, 2006; Griffiths & Cansiz, 2015). Using a correct strategy in teaching and learning English as using poetry as media can help enhancing the effectiveness of english teaching and learning.

Conducting systematic review would be appropriate, to show a more comprehensive picture of poetry in english language learning. A systematic review in as stated by Lawson, and friends (2015) examines the studies of poetry as media applied in teaching and learning english to improve learners' skills in using english, and it is also to answer the following questions:

1. Where were the studies conducted?
2. Who were the main participants of the studies?
3. What were the aims of there studies?
4. What methods were used?
5. What were the main findings?
6. What is the effeteness poetry in English Language Learning for students' abilities?

Methods

This study employs a systematic method. A systematic review is summary of the research literature on a single situation to identify, select, appraise, and synthesize all high – quality research evidence relevant to that situation (Bettany- Saltikow, 2012). This review is guided by different version of systematic review, and the design has been constructed around the method outline by Petticrew and Robers (2006) as cited in (Thinh Hoang, 2004). This systematic review involves the following steps:

1. Defining the parameters, questions and choosing key words, inclusion & exclusion criteria, and databases
2. Carrying out the literature search
3. Screening the references
4. Assessing the remaining studies against inclusion and exclusion criteria
5. Assessing the quality
6. Extracting the data into a summary table of information
7. Synthesizing the studies to answer the research questions
8. Writing up the report

The purpose of this review is to examine the effectiveness of poetry in english language teaching for the students of a foreign language. This purpose helps to define the above questions and the review steps.

The key search terms used were "poetry", or "English Language Teaching (ELT)", "systematic review" the reviewed studies were identified through popular electronic databases, namely the web of Science; ERIC, Scopus, and Advance Google Scholar, the literature search and identified 15 citations whose titles and abstracts then were screened against the following inclusion and exclusion criteria:

Inclusion criteria:

- research that focused on poetry and english language teaching
- research carried out in an english learning as a foreign language (EFL) context
- research that focused on EFL non-native teachers' beliefs
- research reported in english peer reviewed academic journals whose full text can be accessed online
- academic publications from 2016 to 2019

Exclusion criteria:

- studies before 2015
- studies with english native teacher participants
- studies with focus on EFL learners only

This initial identified 15 citations, which were further refined and duplicate references were removed. There were 5 articles remaining for full-document examination against the following criteria of quality appraisal:

- the internal methodological coherence of studies based upon the study itself
- the journal or the source where the reports were published
- the level of English-language-teaching specificity of the studies

Findings

National Contexts of the Reviewed Studies

This diagram shows information about the countries of the studies included in the review, based on the 5 articles found. There are 3 from Indonesia. The studies included in the review, 1 Turkey's study is in the review, and 1 studies from Kenya.
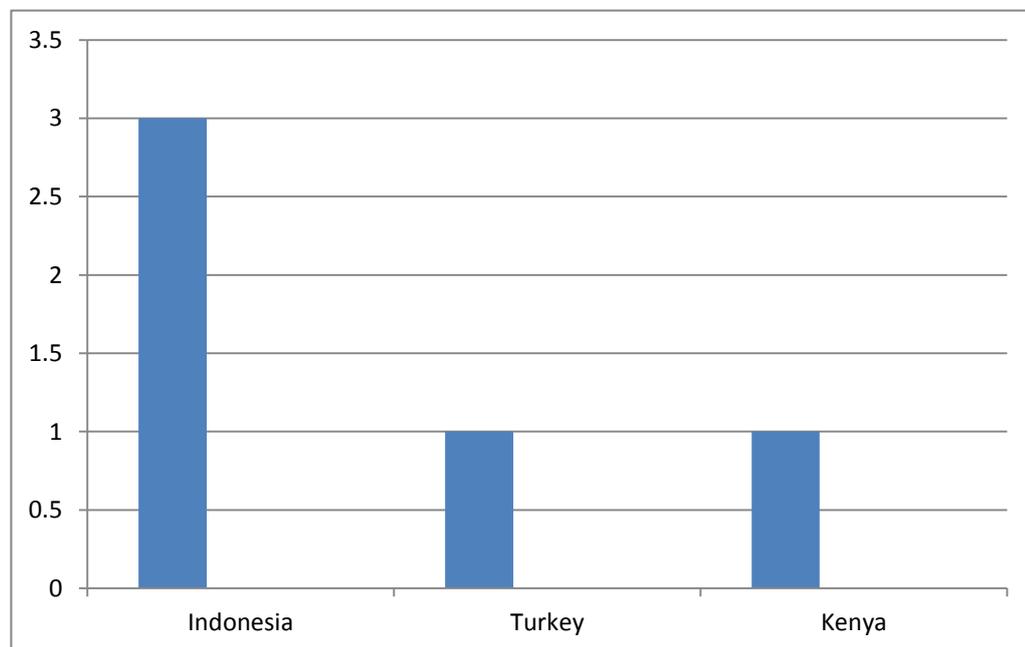
Figure 1: The origins of poetry in english language teaching studies conducted in 2016-2020 (N=5).

The Participants in the Reviewed Studies

The diagram presents about the distribution of participants in poetry in english language teaching studies conducted in 2016-2020 (N=5). The results from the current study show that the majority of reviewed studies(60%) are from college students(e.g Gönen, 2018; Puspita OW,Andayani, Walay HJ, 2018; Dirgeyasa, 2017). 20% the reviewed study from middle students (e.g Muiruri M, Wambugu P, Wamukuru K, 2016). than 20% from elementary students (e.g.Suatinem J, 2018).

Students Category

■ elementary students

■ middle students

■ university students
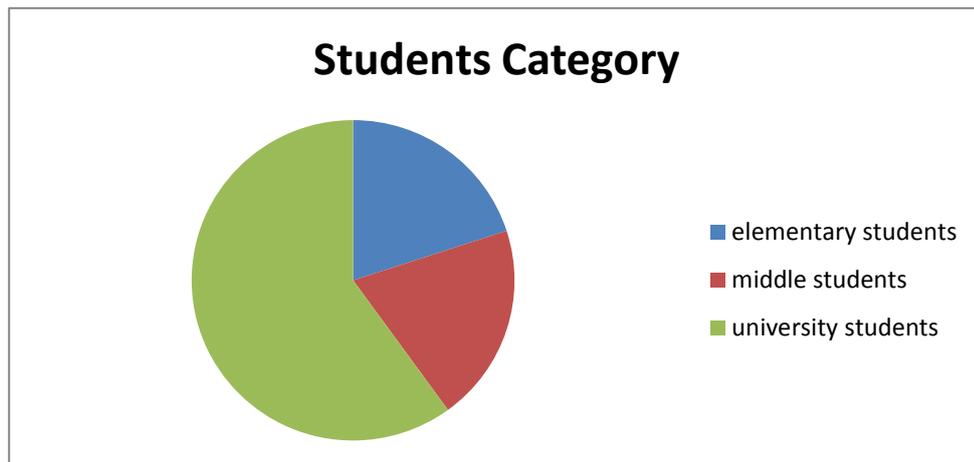
Figure 2: Distribution of participants of poetry in English language teaching studies conducted in 2016 -2020 (N=5).

Main Aims of the Reviewed Studies

The aim of this section is to provide a general view of main theme from the reviewed studies. There are three themes which reflected poetry in English language teaching: increasing students' achievement in poetry mastery though methods, character education, and writing poetry.

Table 1: Main Themes and Outcomes of Poetry in English Language Teaching from 2016 to 2019

Themes	Title	Outcomes	example
Increasing students achievement in poetry mastery though methods	Implementing Poetry in the Language Class: A Poetry-Teaching Framework for Prospective English Language Teachers	With Method framework preparing prospective students to better teacher in mastering poetry furthermore to create motivation and awareness using poetry in English language teaching	Safiye İpek Kuru Gönen* (2018)
	Using Advance Organizers to Enhance Pupils' Achievement in Learning Poetry in English Language	Advance Organizers through poetry, give a big influence improving student ability in English.	Mary Muiruri1 Patriciah Wambugu2* Kuria Wamukuru3 (2016)
	The Effort to Increase the Students' Achievement in Poetry Mastery through Semiotic Method	Semiotic method helps and covers students in understanding poetry clearly with the steps of semiotic, and provided curious think for student to analysis and has a critical thinking.	I Wy. Dirgeyasa (2017)
Character education	The Effectiveness of Poetry Appreciation Textbook for Character Education Implementation at Higher Education	Application textbook as a learning tool for character education is acceptable to students in university.	Puspita OW, Andayani, Walay HJ, (2018)
Writing Poetry	Development of Teaching Materials of Poetry Writing Using Pictures for the Elementary Students	To product a teaching materials of poetry writing using picture that will use in elementary school is work out.	Satinem*, Juwati (2018)

The majority of the reviewed study (60%) focused on developing students achievement in poetry mastery though methods, such as implementing poetry in the language class: A Poetry-Teaching Framework for Prospective English Language Teachers Safiye İpek Kuru Gönen (2018), Using Advance Organizers to Enhance Pupils' achievement in Learning Poetry in English Language Mary Muiruri1 Patriciah Wambugu2 Kuria Wamukuru3 (2016), and the effort to increase the students' achievement in poetry mastery through semiotic method (Dirgeyasa, 2017).

The effectiveness of Poetry Appreciation Textbook for Character Education Implementation at Higher Education Puspita OW, Andayani, Walay HJ, (2018), just had 20% as a theme Character education.

And the third theme in the reviewed study had 20 %, is writing poetry regarding to Development of Teaching Materials of Poetry Writing Using Pictures for the Elementary Students Satinem*, (Juwati, 2018).

Research Methods Used in the Reviewed Studies

Table 2 shows the methods used in the reviewed studies. Researchers used a wide range of research approaches and diverse data collection tools, especially in the qualitative studies. 43% percent of the studies employed qualitative approaches (n=3), while 43% also used mixed (qualitative and quantitative, evaluation and a quasi experiment) (n=3), and 14% employed quantitative approaches (n=1).

Table 2: Methods

Research approach	Data collection instruments	Examples
Qualitative (n=1)	- Instruments to explore students' opinion about POT framework they wrote reflective diaries upon each implementation of poetry for teaching purpose. - Use Constant Comparison Method (CCM).	Safiye İpek Kuru Gönen (2018)
Quantitative (n=2)	- Using conventional Teaching Method (CTM). And a quasi experimental research. There are two experimental groups and two control groups.	Mary Muiruri, Patriciah Wambugu Kuria, Wamukuru (2016)
	- The study deployed an experimental method with the non-equivalent before-after. Data collection use observation and test. Instrument consist of multiple choice	Puspita OW, Andayani, Walay HJ (2018)
Mixed Method (n=2)	- Research method used R & D (Research and Development). Sampling by random sampling method. Data collection techniquies were conducted 2 types, namely quantitative data and qualitative data. - Desriptive analysis used. The students' perception collected by questionnaire.	Satinem, Juwati (2018)

The results of the reviewed studies show that qualitative and mixed methods are dominant. On the other hand, only one study used quantitative method. Interestingly, there was a relationship between the aims of the studies and the research approaches. For example, 40% of qualitative studies (n=2) were equal with Mixed Method 40% (n=2).

Main Outcomes of the Reviewed Studies

This section presents a general overview of the main outcomes of the reviewed studies, which are categorized according to the research themes (see Table 1).

The first theme reflects the increasing students' achievement in poetry mastery through methods, emphasizing the utilization of the proper method to overcome the problem faced by the elementary ELT students. They used Advance Organizers to stimulate students to not be a passive but be active in the language classroom. It also gives a big contribution to literature and as a correct strategy to tackle the students' problem (Muiruri, Wambugu, Wamukuru, 2016). In comparison to the university students, they used a framework to lead students know a poetry well and prepare them to be a good teacher. The students have a chance to take part in activities planning, integrate poetry in English Language Teaching (ELT), and have a full motivation in using poetry, which then turned their negative view of poetry to the positive one, in which poetry as an easy and interesting lesson (Gönen, 2018). Moreover, the other method utilized by the university students is semiotic. In this method, the students can learn poetry briefly, and figure it out step by step to understand the meaning of the poetry. As a resut, the students can improve their achievement in poetry mastery (Dirgeyasa, 2017). Finally, this theme provides some methods of teaching and learning poetry from the elementary to the university student level which could be adapted to increase the students' English proficiency.

The second theme is character education (Puspita OW, Andayani, Walay HJ, 2018). It reveals that poetry aids the process of building character education in ELT classroom to be more effective. Based on the application of poetry in the text book that constructs a learning model in literature and character development, it can be said that poetry gives a good impact to the character building education and shaped their appreciation to English itself. The students' appreciation of ELT may enable them to have a large increase on their English competency.

The last theme is writing poetry (Satinem and Juwat, 2018). Using pictures in writing poetry is one of the teaching methods that can be used at the fifth grade of elementary school. This can also provide motivation and develop new idea to write, so that it can enhance the students' ability in English.

Conclusion

This systematic review has provided the first descriptive picture of Poetry in English Language Teaching.

The perception of the poetry, which is difficult to teach in ELT classroom, and often neglected, has changed since the researches found that literature can actually help students to develop their personal improvement, language development, and even cultural enrichment (Carter & Brumfit, 2000). This systematic review presents that poetry in ELT classroom has an important role for the students. A number of methods of teaching poetry can not only enhance English proficiency, but also foster the creativity and innovation to analyze it, which at the end the students can share their own opinion and understand more about the poetry itself. Besides, the method used to enhance the students ability, brings vivid possibility to change the students' character. The changing character, from passive to active, makes the lesson be more colorfully taught. Furthermore, a creative poetry writing approach brings courage and innovation for the teachers in elementary students, whose English ability is still limited. Also, the writing process of the students can be noticeable, reflecting their progress in English writing.

Finally, poetry provides several positive impacts in ELT field. It gives a complete access to explore the student ability, develop curiosity and analytical thinking, and enhance their achievement to excel their poetry mastery. For future research, it is recommended to investigate a different method or improve the methods used along with the different strategies used in teaching poetry in order to achieve a better result in the related study.

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STUDENTS REPRESENTATION AND EXPRESSION THROUGH POETRY (APPLICATION OF BAKHTIN'S DOUBLE-VOICED IN A CLASSROOM ACTION RESEARCH)

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Abstract

All this time, most scholars prefer to analyze the popular literary works from famous authors, whether of the past and nowadays era, using various brilliant theories and approaches that then create scientific opinion – direct or neither – to strengthen the theories. Then, is it going to happen the same when the author and the researcher are the classmates' students of English literature major? When there is a chance of the author confirming? As poetry stands as one of the ways in hiding but yelling the author's true voice in an aesthetic shape, this research tries to put students as the author, to use poetry in hiding but yelling their voices and then let their classmates analyze theirs, using Bakhtin's double-voiced discourse. The research aims to find the typical ways of students in using Bakhtin's double-voiced and to find is that relatable to uncover the authors' true voice. The result that comes at the end is that most of the students are using the stylization in revealing the voice instead of the parody approach with 27 and 10 respectively. Then, as this classroom action research gives room for the authors to confirm their classmates' analysis, it pretty much concludes that Bakhtin's double-voiced works very well in uncovering the true voices of the students' representation and expression through poetry.

Keywords: *True Voice, Double-voiced, Poetry, Bakhtin*

Introduction

"Language itself is no less immune from the effects of the struggle than anything else"

With his four essays, Bakhtin then provides future scholars in the literary realm to have one more extravagant theory to analyze meaning in literary works. Although his essays delivered in using the novel as the object, it is not possible to take the approach to other objects such as poetry as it is not necessarily to be merely a novel. Back to what Culler said before, *'is literature a special kind of language or is it a special use of language'* (that implied by the author)? One exactly thought that literature is written based on the language structured in the author's mind that might have a mixture of what the author was thinking and feeling at the moment he wrote the literature itself. *'Is it language organized in distinctive ways or is it language granted special privileges?'* leads the researcher to think back to what Bakhtin (1988) said that the author is trying to hide his true tendency in his writings by pulling out himself from the writing itself. When the author is entirely focusing himself on separating his true tendency to what he wants the reader to find, he might likely unconsciously reveal his truth.

Poetry is one of the literary works that, is barely analyzed by students. Poetry is related to rhetoric: poetry is the language that makes abundant use of figures of speech and language that aims to be powerfully persuasive (Culler, 2000:69). As one of the literary works that filled by the powerfully selected words within, poetry for the student then becomes one unfamiliar work for most of them. The rhetoric sphere that embodies poetry, for several literature students, is creating the chaotic confusion that then, leads people to try other works such as novels or short stories. Speaking of this chaotic confusion, it is consciously true that people cannot at once get the valid meaning of a poem. Not surprisingly, poetry itself indeed as what Culler (2000) said that rhetoric become the art of eloquence, and poetry (since it seeks to teach, to delight, and to move) was a superior instance of this art. The wording within poetry is superior and consists of a voice that speaks through. Get back to the chaotic confusion caused by the rhetoric sense of poetry, it then assumed as one of the reasons that make several students ignore to read or to analyze poetry. This issue has been discussed, as a major problem, in literature studies. It needs special treatment to encourage students to read poetry and for more, to analyze it. There are several justifications for this condition, one of them is the familiarity of poetry itself. Thus, approaches to introduce poetry to students should be various and creative at once. One of the approaches taken by this research is by working on their poems.

This study aims to generally see the capability of students in analyzing poetry and to specifically encourage them to study poetry as the study of poetry seems unblemished are eroding by the other objects in literature, especially movies.

Methods

This study uses a classroom action research method where it puts students not only to be the object of the study but also as the researcher as well. The method of collecting the data is by asking each student to write a poem. To make it more interesting, the poem should be about something that they are desperate to tell but struggle to hide at the same time. The next phase is to exchange their works with their classmates and start to analyze them using Bakhtin's theory double-voiced and especially using the stylization and parody approaches to identify the true meaning of the poem.

Findings and Discussions

Regarding the issue of poetry analysis that becomes erode year by year, case in the English Department of Halu Oleo University, it is urgent to creatively try and find the best approach to overcome this issue. Teaching poetry strongly engages with the appreciation of the work itself. Rohman (2017:247) divided the four stages of appreciations where the first is to be fond of, then to enjoy, to react, and the last is to create (to be productive of). Through the Classroom Action Research, the stages are set back. The fourth stage, to create is put as the first stage where students were asked to create a poem of their own. After that, the second stage in Classroom Action Research is to react. In this stage, their works were shuffled and given to their classmate in the anonymous version for them to be analyzed. Through this phase, the surprising outcome is in fact, that the students eagerly analyzed their classmate's work. The short notice from this phase is that the students are more interested in analyzing a poem that wrote by people they are familiar with. Even though there is another opinion that came up that it is because the students probably have a personal interest, it is more than okay regarding the core issue of this research is to frame the students up to be familiar and be fond of poetry. Irrecusable, the students show their enjoyable moment of analyzing stage. One of the students, Sidupa (21) said that "*I was thrilled by this poem, the wording she formed, the figure of speech she played, words that are chosen by her, it all leads me to the high level of curiosity about what this poem is trying to reveal*". At the end of the meeting, students were asked for their opinion about poetry analysis and seven students were showing their interest in poetry as stated as follow.

> "I am not a fan of poetry as I think it is hard to read and to gain what exactly is the meaning behind. Besides, I feel that the words in poetry are so hard to understand as they are commonly ungrammatically used. But through this class activity, where it pushed me to read a poem and analyze it, I surprisingly found it interesting. How I struggled with the words and the moment where I thought out loud to digging the true meaning of this poem. It leads me to read another poem that I found on the internet" (Shafa, 21).

The seven students that expressed their opinion on poetry analysis are more than enough to state the output attainment of this research. Furthermore, as this Classroom Action Research took 5 formal meetings, it shows that from 37 active

students, 27 chose to use the stylization and the rest decided to use the parody in their poetry analysis. It shows that most of the students are familiar with the concept of poetry as a medium of communication where at the same time it also is the way for them to speaks out loud using rhetorical words.

Unidirectional double-voiced discourse is a double-voiced discourse referring to the same object. This kind of discourse is constituted in a discourse in which two voices are merged to form the discourse type I, for example in stylization, the narrative of the narrator, objectified discourse representing the character of an author, and the use of "I" in the narrative. In stylization, other discourse styles, other people's utterances, and/or other artistic-referential status are used to serve their own purpose with new intention (Ikhwan, 2005:20). In stylization, the speakers are in some kind of dialogical sphere where they are trying to create a relationship with their readers to deliver their true meaning through superior wording of their works.

Stylization is an example of what Bakhtin calls *unidirectional* double-voiced discourse. The style of an earlier speaker is adopted because it is deemed to be correct and suitable to the intent of the present speaker. Though the aim is unidirectional, stylization is double-voiced because the style is adopted specifically. After all, the speaker is in a dialogical relationship of *agreement* with the other and wishes this relationship to be known. The agreement implies the possibility of disagreement, and thus casts "a slight shadow of objectification" over what was originally direct/unmediated discourse.

Parodistic discourse is common in daily life and can be easily recognized by the existence of the stresses of sound or accents, the expressions of doubt, anger, irony, mockery, ridicule, etc. (Bakhtin, 1984:194). Ikhwan (2005:20) stated that its [parody] different kinds of nuance, parodistic narration, parodistic narration of "I", objectified discourse representing characters parodically and the transmission of words, utterances, or discourse of other people with the use of certain accents. In a parody, we can identify not only the main discourse presented directionally to the object but also the existence of other discourses appointed actively by and inside the discourse. Slightly different from the stylization, parody is a common sphere where it also could be easily found through the literary work. It is most valid that to get the true meaning of the parody, is the opposite sense of the sentence or the speech.

Conclusion and Suggestion

Entire students were eager to work on their poems as identified by their activeness in class and how they are asking the questions repeatedly. Not as much as they enjoyed working on their poems, the moment when they received their classmate's poem was the most extravagant. Their willingness to as soon as possible analyze and conceal the true voice of their friend's poem became the trigger. From this Classroom Action research, it could be concluded that the students are having a good willingness and mood to analyze a poem that they are familiar with, whether the style, theme, or author. Moreover, the students are tremendously interested in a challenge, something that they can afford and not the hard or unfamiliar one. And

then substantially, Bakhtin's theory of double-voiced with stylization and parody approaches applicable to students-made poetry.

Numbers of related research topics are available to be conducted regarding the application of Bakhtin's theory of double-voiced into poetry analysis. More approaches in Bakhtin's double-voiced could be applied such as oral discourse or for further research it also could explore Bakthin's active double-voiced whether or not through the classroom action research.

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TEACHING AND LEARNING POETRY THROUGH STAGE PERFORMANCE

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Abstract

Students' interest toward poetry as a subject seems very poor in English Literature study program, Faculty of Humanity, Halu Oleo University. Students' enthusiasm to promote poetry in final project for thesis is also very low. This phenomenon happens because poetry is regarded very difficult to understand since the density of words in it needs to be more explored and uncovered. This consideration encourages teacher to improve teaching methodology for poetry. Commonly, teaching poetry only focuses on discussion about structure and gaining the meaning under teacher instruction. This new methodology will focus on students' creativity. It consists the silent reading and poetry performance. In poetry performance, students will perform the poems they choose. Before perform, students will do silent reading to understand so that they can sink into the poem and able to deliver it to audiences. This study will talk about the learning process in the class and stage, and how the impact of students' enthusiasm toward poetry in class and their final research for thesis.

Keywords: *Poetry, Performance, Students*

Introduction

Poetry is a very unique and aesthetic literary work for its beauty and structure. At a first glance, people will be interested in its beauty from how poetry is composed. The composition demonstrates the representation of the picture of the author's point of view, emotion, conviction, religious and moral feeling (Emmer, 2018) in a very aesthetic way. Poetry composition is very different from the other kind of literary genre as its beauty and structure refers to how the words well arranged in their density (Anindita, et. Al: 2017) yet flow in a right way which then constructs great sound. In that construction, readers could figure out that the aesthetic form of poetry could feel them and encourages them to think. What could these words mean? What the author intended through these words? People know that every poem could cope with more than one purpose and every listener/reader/audience could give their assumption based on their background knowledge. The beauty and the composition could present both aesthetic and puzzle that encourage people to explore what poetry actually wants to convey. Poetry is said, could show what it wants to hide or in another time hide what it wants to convey.

Different from the phenomenon above, teaching poetry in the classroom seems different. Poetry could be attractive for its beauty in presence of composition and sound. As a matter of fact, poetry, as the product of literature, has the capability to drive students to acquaint themselves with the social culture, the literary and intellectual background of nations embedded within a work (Khatib, 2011: 164). Yet, on the other hand, students will choose to avoid having a "long relationship" with poetry. The composition presumably has a matter. The density of the words in poetry needed the extra energy to be analyzed. The composition then becomes more challenging to take the students into it: interpret and explore it. The density of words makes it quite different from other literature genres wherein poetry is unclearly described and needs very deep understanding to gain meaning. Apparently, poetry is regarded as more difficult (Ebrahimi and Zainal, 2018) to understand and analyze due to its composition and structure. It gives less encouragement to students to take poetry as their object for their thesis.

Students assumed that to promote it into a thesis will be very hard then. This answers the question of why students' enthusiasm in class and in taking poetry for final assignment (thesis) is very low. This phenomenon then prompts teachers to rethink what could be the new model in teaching and learning poetry within the classroom. That model should be fun for students and either the teacher and could be done within the classroom and in the process of teaching and learning. On the other hand, the new model of teaching poetry is expected to help them to find out what the poetry implies to convey behind its strict structure of composition without ignoring how beautiful poetry.

After reading Budianta et al (2002), the teachers inspired to build a new model of the teaching and learning process. It was said that students could be asked to perform the poem they read by reading it aloud. Students are asked to perform poetry in front of their friends before trying to analyze it. This treatment encourages students to form a group and find poems to be read in front of the class. Within the class, teachers provided poems from some authors but then asked students to choose on their own if they have another option for them. After that, students were asked to perform it in front of the class before their classmate the way every poem should be performed (it could be read if it is a poem and sung if it is a song).

The explanation above inspired teachers to run the project of teaching and learning process for this class where poetry performance is properly regarded to enhance students' enthusiasm towards poetry. In the class, as Budianta et.al elaborated, students only read it in front of their class. Yet, in this case, performing in front of their friends is the first step before performing for the other audience on an open stage beyond the University. In addition, the performance is not only read the poem but also do a musicalization and parade of the poems.

Methodology

This research was applied to students of the English Literature Study Program in the Faculty of Humanity, Halu Oleo University. In the 2017 Academic Year, the students in the even class of English Poetry of the 5th semester consisted of 63 students. All the students got involved in the poetry performance and the teachers become facilitators of the event.

To support this research, some concepts are used to elaborate on the phenomenon in order to describe the finding. Performance art and poetry are the two main focuses in this research where they are also supported by the pedagogy due to talk about the teaching and learning process. Yet, teaching and learning only be elaborated briefly as the part poetry and the performance treatment for the class of poetry since both of them are the main focus for this research.

Performance is one of the media to convey the content within a text. In the performance of folklore, Bauman (2009) stated that performance is the verbal art that despite being text-centered but through language is present to deliver the message from the performer to listener/audience. Text is the source of the information where through performance art is expected to share it to the larger audience. During the performance, it requires communication between performer and audience that only appears if both parties have a connection. That connection was built by the previous understanding gained by the performer before presenting the performance. When the performance presented, the ideas between the performers and audiences meet up and result in new ideas (Santosa, 2011:121). Since, before presenting a performance art

the performer must internalize all the aspects of the text before conveying it to the audience.

Poetry, as previously elaborated, is the composition of work that has beauty in structure as well as has a stricter density of words than the other genre of literature. It needs more to be analyzed. To be a performer of poetry they need to understand it first before performing it. The way how they deal with it will be then elaborated.

Finding

Teaching and Learning Poetry: The Moment of Experiencing [1]

The teaching and learning process of poetry is the process to make students acquainted with poetry and let them experience it. This is the way to love it as the emphasizing process of teaching poetry to gain students' enthusiasm towards poetry itself. Then, through performance arts of poetry, students are expected to be more related to poetry. Poetry performance is a "from a page to stage" process (Hilscher and Cupchik: 2003). Page and stage are considered to represent poetry as a text (read as text form in a page of a book) and performance (refers to moment to present it on the stage).

The first step in teaching poetry is teacher introduces English poetry to students as the process is to make students acquainted with poetry as a text. Teachers give the differentiation between English Poetry form Indonesian Poetry due to all the students are Bahasa native speakers. They need to be introduced on how to distinguish them. It could be so simple yet important due to Pradopo (2010: 22) said that English poetry is very careful in its sound and metrical system that is showed in how some English scholars define poetry.

One of the powers of poetry is its sound so that poetry will gain its powerful beauty when it is read. Toward this, students are asked to read a poem aloud to listen to the sound of the poem by themselves. There are two processes for this, namely for their own self first and then for their friends. Reading aloud is fruitful as the initial action to link their soul to the poem as well as making sure about the pronunciation that can be self-corrected or peer-corrected.

After understanding the sound of the poems –particularly English Poems-, students -under teacher observation- will take to do a silent reading to understand the poem with their feeling. This step is called experiencing step to get sink into the meaning of the poems to acquiring the message. It also can help them to bridge even to unite the soul of the author and the students (as the reader of the poem). These are very important due to one of the powers of performance that later is elaborated, that the performer, as previously said, must be able to feel the soul of work before performing it to the audience.

Silent reading and reading aloud are good collaboration as the way to interpret poetry. Commonly, the teacher will come over and show the structure of the poem first then interpret it based on the structures of the poem. This is very familiar but regarded as less enjoyable to enhance students' interest. At this moment, students are required to be the center to let them explore the poems based on their own experience before showing off their own capacity in demonstrating their interpretation. For experiencing poetry, students need to construct their understanding of the poem. Both models are regarded as the way to drive students to sink into the poetry and experience the feeling in order to deliver it properly.

At this step, teachers distributed students into groups they chose by themselves. Teachers accommodated students to choose the kind of poem that could be performed and students determined which one is proper for their kind of performance: poetry reading or poetry musicalization and in a solo, duo, or parade performance. This resulted in there are two groups of poetry musicalization, two duos, one solo and the rest are parades (3-4 students per group).

Poetry Performance

The performer is a message courier from the author to the audience (Bauman: 1975). In line with this statement, the teachers asked students to understand the poem first, with their general knowledge before sinking into it and understand the message of poetry to deliver it to the audiences. Students were asked to learn poetry from sound, metric, and tone as the model of reading aloud and silent reading to contemplate. As previously stated, these both reading methods become the step to experience the feeling of the poem itself before perform it. Silent reading is the way to get sink into the poem added with the reading aloud as a way to feel the tone and the atmosphere of the poem from the system of sound. At the rehearsal, reading aloud was also the way to make sure the properness of students' articulation as well as their intonation.

The method of this teaching and learning process is a bargaining way to keep the lesson plan of poetry class would never be left by this method of teaching and learning process. In line with it, students were introduced to poetry within the class before taken to do some preparation related to poetry performance. Preparation was done both within the class and out of the class. The three teachers (the three authors of this research) were assisted by Komunitas Arus in Kendari, a community that focused on poetry and performing art to make the performance to be nearly professional and to encourage students' enthusiasm, not to only poetry but also the performance art.

Furthermore, considering that English Literature performance (with all English performance) never been held for about one decade, the teacher suggested students perform it not in the university neighborhood but in the performance center of the town. After a little talk among students, teachers, and the facilitator, it was

decided that the performance was going to be held in RuPa, near the Museum of South East Sulawesi Province, particularly the downtown. It then gave more strength and spirit to students to demonstrate their capability.

It is actually believed that students, who come from various backgrounds, have special interests, creativity, and imagination about performance art. Teacher and Komunitas Arus here only become the facilitator and great supporter to help them deal with the performance in relation to poetry as a subject.

Above all, bridging students' enormous ideas toward poetry and performance at this opportunity is because teachers need to familiarize poetry to students. Amazingly, this project achieved a great performance art held in RuPa on 26the November 2017. All students were greatly got involved. The audiences came from many backgrounds, not only from academics but also from artists and commoners and even the media. Despite the preparation of publication and documentation far from being perfect, but gaining students' euphoria towards this event become a very well experience not only for students but also teachers and the English Literature Study Program.

Conclusion

Since learning poetry in the university only happens once during the period, this challenges teacher on how to impress students with poetry. This then becomes the way to show to students that poetry beyond very short words in it with extra energy to understand is a great literary work, to be read and also analyzed. Before 2019, students' enthusiasm to take poetry for their thesis was very low to avoid saying almost none of the students take poetry instead of a movie or even popular song lyric. In early 2019, it was found that at least three of the students (all of them from this class) took poetry for their thesis. For teachers, it was a great happiness to see this phenomenon.

At the other level, students who performed poetry musicalization from this class then asked by Jurusan Bahasa dan Sastra to perform it at the university level many times or as the delegation of the university. It is seen that actually, this method could demonstrate students' achievements both academic and non-academic. In the other way, this will help students to introduce English Poetry to society.

This project needs to underline that performance art actually is a bowl of ideas that emerge in front of the public. As like poetry, it appears after a very long time of contemplation of the performer to make sure how to be connected to the audiences in the same frequency. Collaboration between poetry and performance art is the page to the stage project for students. Teachers' main objects to students are actually as the way to let them experience it and to stay keep in touch with the work and the reality in society: among the students itself and the other environment.

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ENGLISH LANGUAGE TEACHING IN COVID-19 PANDEMIC: A SYSTEMATIC REVIEW

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Abstract

This study aims at reviewing articles or studies about English teaching and learning in pandemic Covid-19 in various sub topics conducted during the period of April to October 2020. The topics are about the role of technology and electronic platform in teaching and learning English as a foreign language, and its challenges both from teachers and students' perception. There are 11 studies have been reviewed, and it is to examine about the overview, and the solution provided by the research finding and hence, it is expected can recommend applicable ways in teaching and learning process, for the changes in pandemic Covid-19 when students have to handle themselves the absence of teacher and teacher should face the absence of students physically. By this condition, technological and electronic platform is the only way to assist this situation. This systematic review applies internet database search in collecting the articles as the object of study.

Keywords: English teaching and learning, pandemic Covid-19, technological platform.

Introduction

The rapid spread of novel corona virus (Covid 19) outbreak has caused a massive impact in all sectors throughout the world. It affects the world's economic, social, health, tourism, and education sector is no exception. Most of the countries around the world have decided to keep the educational institution closed as an attempt to reduce the spread of the Covid 19 outbreak. The government of Indonesia, In order to stop the spreading of the virus, has declared study from home (SFH) since March 16, 2020. Data from UNICEF explains that there are 1.6 billion students all over the world are unable to attend at school physically because of this virus while Indonesia itself has 68 million students that should study from home. Experiencing this condition, Alisya Salik (2020) states that many schools decides an online teaching. This leads a radical change in the education system, where lessons shifts into virtual classrooms.

In line with the Salik's statement, Kimani (2020) also says that as the result of the changing, numerous modes of virtual learning has emerged to help students keep focussing in their study. The students are forced to accept one mode of learning platform, it is e-learning platform. In addition, this technologal based learning platform is expected to be able to provide solutions in overcoming this teaching and learning of english problem. Otherwise, this could be achallenge for an adding skill of mastering the equipments. (Shah et al., 2011, Sulam et al., 2019).

The use of technology platform now in teaching English has become essential in the midst of this pandemic covid 19. (Fansury, et.al, 2020) In line with the statement, Ma,et al.2015, Syakkur, 2017 also states that to facilitate communication of using English, technology and information media are required in assisting the implementation of the virtual communication. Due to this drastic changes in teaching and learning process as stated above , it is important then to review english teaching and learning in this case of english in pandemic covid 19 including all components involved that are considered essential for the success of english teaching and learning. Mogea T., Wuntu C.N., Robot J., and Tampatoda J., write that the success depends on the whole components involved in a teaching and learning activity as teachers, students, media, etc. those are expected can provide a comprehensive analysis and so contibution to this new era of teaching and learning process of english in answering and so giving an overview for the vital questions below:

1. How effetive is the online learning and teaching of english in pandemic covid 19 using the tehnological and electronic platform?
2. What challenges are faced in teaching and learning of English in online teaching and learning process?
3. What advantages that can be understood from the teaching and learning of english using the technological and electronic platform?

Methods

This is a systematic review. It is a research method through a rigorous examination of relevant studies acording to explicit criteria to answer a specifi question as written by Tagerson (2003). The different version of systematic review and design haS been considered in constructing loosely the mehod of sistematic review written by Petticrew and Roberts (2006).

Preferred Reporting items for Systematic Review and Meta Analysis (PRISMA) has been applied as a guideline in selecting the data involved, following the 5 steps ; (1) Identifying the data eligibility, (2) determining the source of information, (3) Articles/researches selection, (4) data collection and (5) selection of data item.

The aim of this review is to examine the studies conducted to examine english language teaching and learning process during Covid -19 pandemic era and to analyze of how each of the studies find ideas that can provide solution and opportunity in the process of teaching and learning english. The key terms used are "pandemic covid-19". The reviewed studies are collected through Google Schoolar and Pubmed. Using the the key words, it is found about 35 studies, where 33 data are identified from Google Scholar and the 2 data are from Pubmed. It is discarded about 24 studies due to their incompatibility to this review's objectives. Finally, there are only 11 studies that are reviewed. The data selection flow is drawn at Figure 1.

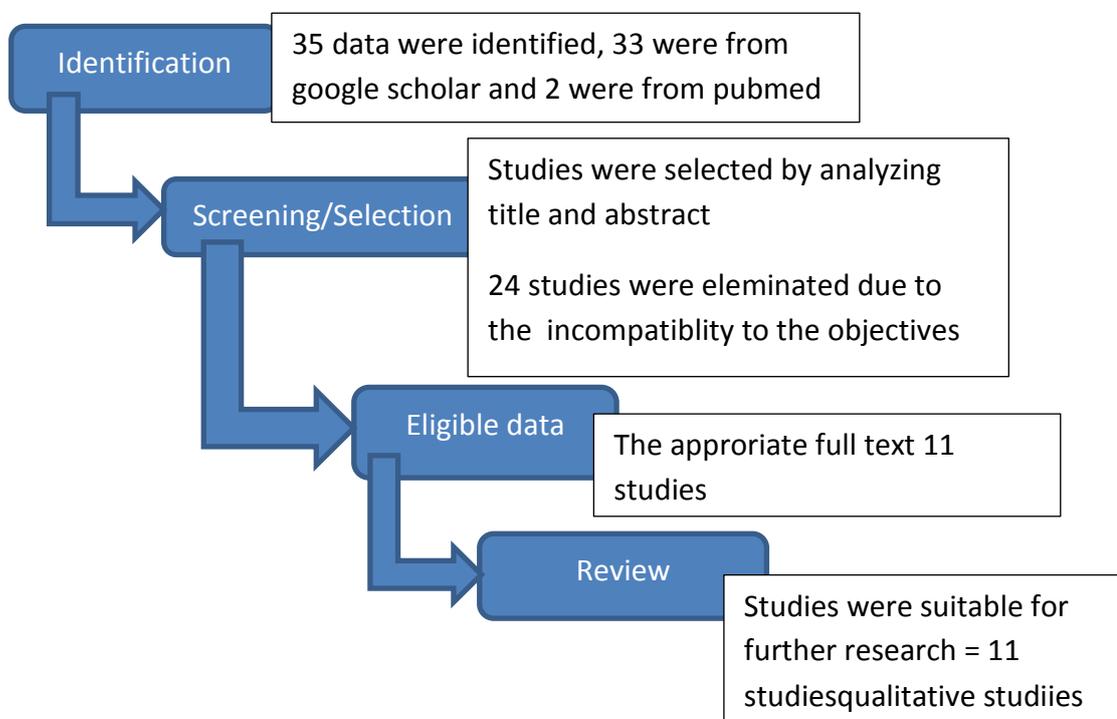| Identification | 35 data were identified, 33 were from google scholar and 2 were from pubmed |
Screening/Selection	Studies were selected by analyzing title and abstract 24 studies were eleminated due to the incompatiblity to the objectives
Eligible data	The approriate full text 11 studies
Review	Studies were suitable for further research = 11 studiesqualitative studiies

Figure 1: Prisma diagram flow for data selection

Table 1: The Origin of the Reviewed Studies

No	Country	Number of study
1	Saudi Arabia	2
2.	Iran	1
3	Kenya	1
4	Bangladesh	1
5	Pakistan	1
6	Malaysia	1
7	India	1
8	Indonesia	3
	TOTAL	11

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Data extraction is done by analyzing data based on the author's name, title, journal, participant, method, objectives and finding. The results of the data extraction can be seen in the Table 3 below as the finding part of this research.

Findings

Table 2: Result of Data Extraction

Author & Year	Title	Journal	Method	Participant	Objective	Finding
1)Abdul Syakur 2) Sugirin 3) Widiarni 2020	**The Effectiveness of English Learning media through Google Classroom**	Britain International of Linguistics, Arts and Education Science Vol 1 No 1 April 2020	Quantitative Method	60 Students of English language department at Brawijaya University Malang	To analyze the effectiveness of the implementation of education using blended learning based on learning in the Covid 19 season. The blended learning used was Google Classroom	The use of Google Classroom can improve the result of the average achievement of English material on students of English Education Department. The application run effectively in order to help facilitate lecturers and students in carrying out the learning process more deeply.
S. Famularsih	**Students' experiences in using online learning application due to Covid-19 in English Classroom**	Studies In Philosophy of Science and Education Journal	Qualitative Method	35 Second Semester students of English Department at University of Salatiga	1. To find out how effective the utilization of online learning application in English as a foreign language classroom. 2. To find out students' favorite online learning platform.	1. The result shows that most of the students consider the utilization of online learning application in learning English is effective and efficient in this pandemic era. However, the obstacles in using online application in English classroom are identified as follows • Slow speed internet. • Many tasks • Not all teaching materials can be taught through online learning. • Lack of interaction between teacher and students. 2. The most favorite online learning platform among the students is WhatsApp application because it takes a bit of internet quota.

| 1)Hind Alfadda 2)Rasha Osman 3)Ahmad Sayed M. Metwaly 2020 | **Using WhatsApp in Coordination with Zoom and Microsoft Teams to Enhance Online Learning during Covid-19 Lockdown** | Revista Argentina De Clinica Psicologica Volume XXIX, 2020 | Qualitative & Quantitative | - 64 Undergradute students studying General English in the Higher Technology Institute, aged between 18-19 yo -103 students from 2 levels : 1. College students 2. Post graduate students. Total : 167 Participants | 1.To asses the uselfuness of WhatsApp in supporting teaching and learning process. 2.To find out the extend to which students prefer the use of WhatsApp in teaching and learning in coordination with other online tools during Covid-19. 3.To find out the challenges faced by the students during the utilization of WhatsApp in coordination with zoom and Microsoft Teams during Covid-19. | 1. Students express positive opinion regarding the use of WhatsApp in coordination with other online application. 2. Students assert positive impact of using WhatsApp. 3.WhatsApp is effective in increasing the success of teaching and learning process. |
| James Kuria Kimani September, 2020 | **The Role of Mobile Phones as a Mode of E-Learning platforms among the High School Students in Nakuru Country at the Wake of Covid-19 Pandemic in Kenya** | International Journal of Innovative Research and Advanced Study (IJIRAS) Volume 7 Sept, 2020 | Qualitative method | 100 High School students residing within Nakuro Country, Kenya | 1.To examine the role played by mobile phones in learning process. 2. To identify the challenges involved in the use of mobile phones. | The finding states that mobile applications like WA, FB, Bluetooth,Voice Calls, Gaming can be used in teaching and learning progress, however some significant constraints are identified such as most of the students do not download the materials for learning due to small phone capacity, lack of skills to download. In addition, majority of learners experience poor internet connectivity. |

| 1)Syeda Aliza Salik 2)Md. Rezuan Chowdury 2020 | **Impact of Covid on Online Teaching Platform** | American International Journal of Business and Management Studies Vol 2 No. 3 2020 | Quantitative Method | 47 Participants from 34 schools in Bangladesh including teachers, coordinators, principals & admin | 1.To identify the practices of online teaching in Bangladesh 2. To study the challenges and the prospects of Online teaching. | 1.It is found that 100 % or 34 respondents school are conducting online classes with various online platform conducted such as Zoom, Google Meet, Microsoft Teams, Google Classroom, WhatsApp, Messenger. 2. The challenges of online teaching found:
 - Unavailability of internet in urban area
 - Interrupted power supply
 - Lack of IT Literacy
 - Not enough support from the Education of Ministry
 - Lack of trained teachers

 . |
| 1)Mamona Yasmin' 2)Huda Tufail | **An Investigation into the Effectiveness of Mobile-Assisted Language Learning (MALL) during Covid -19 at the Higher Education in Pakistani EFL Classroom** | Global Language Review Vol 5, No 1 2020 | Qualitative & Quantitative | 50 Students of undergraduate and post graduate level of English Department at the Women University Multan-Pakistan | 1.To understand the perception of Pakistani EFL learners regarding the use of smartphones for language learning in Covid-19. 2.To apprehend the effectiveness of Mobile Assisted Language Learning (MALL) in language learning at a higher level during lockdown. | 1. All of the respondents are of the view that mobile learning is playing a crucial role in their language learning, especially during Covid-19. They believe that in this time of crisis, mobile devices are helping them to remain in contact with their teachers and thus with their studies as well. It has provided them an easy solution for distance teaching and learning. 2. Mobile phones have provided them quite ease and comfort access to teaching and learning and have given opportunities to |

						teach and learn during the quarantine time. However, there are some problems as well, which have made mobile learning in the Pakistani context to some extent, less effective. The most common issue which the EFL learners are facing poor internet access, and it sometimes proves to be a real challenge for these students. Some other problems are health issues (eye strain) and lack of expertise.
1)Noor Hazliezah Tamin 2)Maslawati Mohammad	**Google Classroom for Teaching and Learning in Malaysia Primary School during Movement Control Order (MCO) due to Covid-19: a Literature Review**	International Journal of Multidisciplinary Research and Publication	Qualitative method	ESL Primary Teachers, Students and parents	1.To explore the challenges towards the integration of Google Classroom in teaching and learning among the ESL primary teachers, ESL Upper primary students, and parents during MCO due to Covid-19 outbreak.	1. Many teachers are using Google Classroom as the medium of online teaching and learning. 2. Some constrains are identified by the teachers as challenges in using the platform since Google Classroom is still new in the Malaysian context, The teachers complain that many students are unable to join the virtual classes due to the access of internet particularly in rural areas. 3. Challenges faced by the ESL students and parents are as follows: • Students are not motivated to join virtual learning due to the lack of

						interaction between teachers and students because they used to have face to face instruction. • Problem with the internet connection • Students are unable to submit the assignments given in GCR due to inadequate support online learning • Parents complain about slower internet connection. It is one of the problems that disturb the teaching and learning process at home.
Saleh Altam May, 2020	**Influence of Social Media on EFL Yemeni Learners in Indian Universities during Covid-19 Pandemic**	Linguistics and Culture Review	Quantitative Method	Yemeni EFL Learners studying in Indian Universities	To scrutinize the efficiency of using social media on EFL Yemeni learners in Indian Universities during Covid-19 Pandemic. The social media covers only Facebook, Twitter, Youtube and WhatsApp	The result indicated that the using Social media makes learners acquire and practice new vocabularies and and decrease the spelling errors. Learners also spend more time using social media for learning English language. Listening is the most improved skills when using social media for learning the English Language and Youtube is the most used social media platform for learning the English language.
Mohammad Mahid Ur Rahman, Phd.	**EFL Learners' Perceptian about the**	Journal of Southwest Jiatong	Quantitative Method	50 EFL Students studying at Qassim	1.To examine EFL learners' perception about M-	The result showes that learners bears a positive perception

October, 2020	**use of Mobile Learning during Covid-19**	Univeristy Vol 55 no. 5 Oct, 2020		University, Saudi Arabia.	Learning for the learning activities during Covid-19	towards using mobile learning for their learning need. It enables the learners with anytime-anywhere facilities. It also shows vital significance of M-learning in EFL learning.
1)Shiva Khatoony 2)Maeda Nezhadmehr July 2020	**EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Coronavirus (Covid-19) Pandemic In Iran**	Asian Journal of English Language & Pedagogy Vol 8 July, 2020	Qualitative & Quantitative	30 EFL Teachers working in English Language Institutes in Iran	1.To investigate the challenge that EFL teachers face toward the implementation of online teaching during the pandemic condition in Iran	The result reveals that teachers had a positive attitude toward teaching English language by using technology and internet in the pandemic situation. However, teachers also reports different challenges in implementing online classes such as; the speed of internet connection in Iran as the main problem, the lack of teachers' IT knowledge.
Deddy Suriady 2020	**Analysis of the effectiveness of WhatsApp in Improving online English learning**	Aksara: Jurnal Bahasa dan Sastra 21:2 2020	Quantitative Method	30 Junior High School students at Bandar Lampung	1.)To analyze the effectiveness of using WhatsApp application in improving online English learning.	It is found that the use of WhatsApp in learning English is effective during the Covid-19 pandemic. With a few points, that are the students actively participate in discussions on WhatsApp group chat and the students participate actively in the discussion of learning materials

Discussion

Google classroom-based learning applications are viewed effective in supporting new insights and motivating students to learn English. The Google classroom application makes students fun in learning so students feel comfortable. Effectiveness of Google Classroom Online Media Communication in English education departments can be seen from the indicators as the active students, achievements, learning processes, thecomplete scores, and the success. The use of Google classroom can improve the results of the average achievement of English material on English study program students. The conclusion of this research is that this application can run effectively, in order to help facilitate lecturers and students in English education study programs in carrying out the learning process more deeply (Abdul Syakur et. Al, 2020).

S. Famularsih (2020) finds that students have positive response towards the use of online learning activities in this pandemic situation. The students participated in online learning and it encouraged them to interact with their teachers and peers. Besides, the students also had negative response and they had also too much homework and inadequate facilities in online learning make them hard to conduct online learning. It is no doubt that students' favorite online application is WhatsApp group. It caused that this application takes a bit of internet quota rather than other applications. As we know that, in this pandemic situation not all students have a good internet connection because of some of them live in slow-speed internet connection area. By using technology in online learning can help the students in gaining new vocabularies and four English skills.

However, in this case the students share that their reading and writing are improved rather than their listening and speaking skills because of limited challenges in learning activities. Based on the students' experiences in this study related to online learning in the COVID-19 pandemic, the lecturers should look at the students' condition and situation, availability of internet connection for students, and selection of online learning applications that are effective and efficient for teaching and learning activities. Hind Alfadda et. Al (2020) shows that Using WhatsApp in coordination with Microsoft teams and Zoom has enhanced the teaching and learning process during COVID-19 lockdown yet, the effect of using WhatsApp on the process of education in other courses should also be researched. They also state that the rules for using the application should be set to minimize the negative points stated by the students. Furthermore, the researcher recommend to that experimental and quantitative studies that they to verify the result reached in this study should be done.

The importance use of mobile phones as a mode of e-learning platform among the secondary school students cannot be ignored. The innovative use of mobile phones in learning has been increased by the outbreak of Covid 19 pandemic in the country. However, the government should introduce Information Communication and Technology as a course in the education curriculum. This can equip learners with technical skills on how to use e-learning platforms wherever they are. Finally, internet

service providers should also improve their connectivity across the country to enhance learners and other users use them without challenges. This is stated by James Kuria Kimani (2020)

The study by Syeda Aliza Salik et.al (2020) shows that all the respondents school are conducting online classes using various of online platforms yet some challenges of online teaching found such as unavailability of internet in urban area, Interrupted power supply ,Lack of IT Literacy both from teacher and students, Not enough support from the Education of Ministry. Some recommendations provided by the researchers are as follows:

- To make the online classes effective ICT literacy is a must of doing thing for teachers. Teachers should know how to use online platforms. Schools should arrange training and workshops for teachers.
- Government of Bangladesh should focuss on providing internet connection in remote areas also. People living in the far- off areas should have internet access. ICT ministry should take steps to ensure internet facilities in those areas.
- Attending online classes requires devices such as laptop, tab, mobile, desktop. These devices are expensive and still many people cannot afford these. The price of IT devices should be reasonable so that mass people can afford it.
- Government has taken some initiatives to telecast recorded classes for primary students on a government owned TV channel. But more TV channels and radios should telecast recorded classes for the students of different grades.
- Mass media can play the most important role in raising awareness of attending online classes. TV and radio channels should invite educators and facilitators to discuss, motivate and inspire the students to attend online classes. Medias have to work on this issue.

The overall learner's attitude towards Mobile Assisted Language Learning (MALL) is quite encouraging and positive. The study has identified a potential in the learners regarding the use of mobiles for language learning as they perceive it as an easy and accessible source of learning in this Covid-19 crisis. That is why most of them are willing to use smartphones for educational purposes. However, in Pakistan, both the students and teachers need proper training in the field of mobile technology to get better benefits out of it. The other researchers can do further research to find out the factors which are causing difficulties in the integration of MALL in virtual EFL classrooms during the lockdown and how we can make MALL effective in learning and teaching English language in Pakistan. In addition, the problems which the learners and teachers are facing in the use of mobile phones for language learning can also be further analyzed. Mamona Yasmin, et.al (2020).

The study conducted by Noor Hazliezah Tamin, et.al (2020) expresses that teachers, students and parents face different challenges in using Google Classroom as the medium for online learning due to many problems such as weak internet connection and insufficiency of technology devices. The existing literature has

identified the purpose of Google Classroom integration in teaching and learning during MCO, and challenges faced by the ESL primary school teachers, ESL upper primary school pupils, and parents. Getting to know the challenges on the integration of Google Classroom as teaching and learning during MCO due to Covid - 19 pandemic, Google Classroom integration in teaching and learning need to be improved for future undertakings. Moreover, teachers need to encourage the pupils to use Google Classroom in online learning to enable them to be motivated and familiarized with the online platform. Some implications can be derived from this study which can be useful for other ESL teachers and students. In regards to the challenges faced by the ESL upper primary school students and parents,. school administrators should be aware of the problems faced by both students and parents and choose appropriate online platforms to ensure online teaching and learning progress

The study by Saleh Altam (2020) declares that the study of the influence of social media on Yemeni learners of EFL in Indian universities during COVID-19, it looks obvious that those learners spend more time using social media than before. Learners' replies indicate that they use social media for learning English frequently and they feel that they improve their listening skills when using social media more than the other skills like reading, writing, and speaking. Social media, in particular, can be used to develop learners' speaking capabilities. Moreover, the study also reflects that using social media benefits them to acquire and practice new vocabularies and it also helps them to decrease their spelling errors. Learners also perceives YouTube as the most social media used for learning the English language especially for improving their fluency and their listening skills. Furthermore, learners' attitude towards social media platforms as a pedagogical tool is positive; they feel that their interaction with lecturers and classmates is improved and this improvement leads to overall improvements in their academic performance. The findings also reveals that learners feel that using social media for learning English is entertaining and exciting, but some learners confesses that they waste their time when using social media in general.

The study done by Mohammad M.Ur.Rahman, (2020) asserts that the EFL learners bear a healthy and positive perception about mobile device use for teaching learning activities, especially during the COVID-19 lockdown phases. M-learning makes learning more comfortable as it enables the students with the anytime-anywhere facility. Further, the respondents also say that using m-learning is flexible and comfortable, as there are no time-bound or location barriers than physical classrooms. The respondents also reveal that using m-learning more time is spent on learning without actual realization of total time spent. As a result, more time are spent and more learning takes place. Therefore, and overall, they feel motivated about using m-learning. However, it cannot be denied some claims about the internet connectivity issues and lack of prior familiarity with m-learning, which results issues like difficulty in task completion, and sometimes lack of teacher and students interaction.

The study conducted by Shiva Khatoony, et.al (2020), reveals that teachers claimed different challenges in implementing online classes like the inadequate capability in using technology therefore some some assistance from the IT's experts are needed in order to improve teaching through technologies. Another constrains are reported by the teacher is about the speed of the internet that has become the main problem.

"It is agreed by many researchers, practitioners, and policy makers in the field of education that teacher professional development would definitely lead to improve students learning results "(Tajeddin & Rezanezhad, 2019). Therefore, not only teachers have to increase their knowledge but also it is essential for them to learn different ways of teaching methods in systematic ways. The findings indicates that many teachers believe their responsibility for helping learners during this critical circumstance, is not just using technology; it is viewed as an improvement related to English language learning. Teaching is the first needed and become crucial point and platform to provide language teachers with effective education. Clearly this study has pedagogical implications for language teachers, EFL students, and material developers. Firstly, language teachers should do their best to enhance students' performance by using technologies in absence of schools such as during the pandemic corona virus. Moreover, the findings of this study might provide new insights for schools authorities into online classrooms and take every opportunity to create a cooperative atmosphere in educational centers and institutions. In addition, they can assist language learners in performing their responsibilities and support them by attending their problems and helping them in adapting to technological demands and potential pressures in language settings

Deddy Suriady (2020) shows that based on the percentage results from the three aspects ; Intensity, Communication and Satisfaction it can be concluded that the use of WhatsApp in learning English online is effective during the Covid-19 pandemic. Mistar and Embi (2016) state that WhatsApp has many benefits for students, it also allows improving student learning performance in a way to promote the development of active learning in WhatsApp conversations or discussions. During pandemic covid-19, WhatsApp is one of the most widely used social media by teachers and students as a place for discussion. Based on the explanation, it can be said that WhatsApp social media is useful for making it easy for students and teachers to exchange information. Susanto (1975) states that effectiveness is a condition where something can have a successful effect on something. The effectiveness of using WhatsApp has a positive impact as an alternative learning media between students and teachers. The main points that can be understood here from the 11 sources are about the students, the teachers, the technology, the teaching and learning process, and government assistance or policy.

It is found in the review done from 11 studies that students in the teaching and learning process experience some changes caused by pandemic covid 19 where between teacher and students are not allowed to meet directly or face to face.This is

not condusive, but the condition forces them to do so. They have no other choice other than to find the solution of keeping doing the process of teaching and learning by the absence of teacher and on the other side of the students. This is the most challenging faced by all elements involved in the success of teaching and learning process of English.There is no other way than to ask a help from technology, it is learning online other than offline. The first challenge is about the technology that can support the online teaching and learning. The minimal equipment that meets the requirement of the condition is that the students should have celluler phone and or computer or laptop, but it is not only about having those tools but more than that it is also about the adequate capability both of teachers and students in using the tool. In connection to the need of the equipment, it also should be assisted by the capacity of the equipments. All of these needs can also create another problem, it is financial problem for students come from different bakground, not all students are rich enough to immidiately buy them. This condition should be understood well to overcome those possible problems. The various condition of teachers and students as well can cause social problem where the teacher for sure cannot supply all the students' needs.

Pandemic covid 19 really challenges teacher's capability to handle the condition, students' willingness and motivation, and government policy. All parties should understand the situation comprehensively and so can precisely help and handle the problems brought by the changes caused by pandemic covid 19. As human beings, students and teachers as well can possibly experience the psyhological challege caused by the disruption. As a matter of fact, the support from government policy is really essential for generally a problem cannot be resolved individually as financial problem, problems of connection, teachers' readiness in preparing the methods, media for online teaching and learning as well as both teahers and students' skill of using the cellular phone and computer device.

Pandemic covid 19 on the other side has also its beneficial factors as people all over the world have familiar enough with the imperative technological devide. Using the device, world is getting smaller where people all over the world can diretly meet virtually only in seconds, and it is possible to learn in anywhere and in any place and people are guided to their real ecosystem where they tend to find a place to live in isolation close to nature and a place to be relax outdoors. People tend to leave life in cities, crowded place.

Conclusion

This systematic review provides an overview of the result of some studies conducted by some researchers in several countries regarding the effectiveness of using various technology platform in online learning during pandemic Covid-19. Technological and electronic platform are both challenging and beneficial. The challenges found from the perception of the teacher, students and parents are expected can be a source of advice for the education's policy makers , stakeholders and for other researchers to conduct further in-depth study.

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A CRITICAL DISCOURSE ANALYSIS OF PRESIDENT JOKO WIDODO'S SPEECH

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Abstract

The Critical Discourse Analysis is often applied to study political discourse and it includes public speech. The aim of this study is to find out the purpose and the structure of a discourse. Critical Discourse Analysis framework by Teun A. Van Dijk is applied in this study to analyze a speech delivered by the President of the republic of Indonesia; Joko Widodo at the celebration of 75th session of the United Nation general assembly on September 15th 2020. The text analysis is based on Van Dijk's design where the elements of the analysis are divided into three parts: macro-structure, superstructure and microstructure. Based on Macrostructure analysis of the text, it is known that there are two main topic that is being delivered in the speech. First, the main goal of the United Nations and the second is the current global issue Covid-19 pandemic. Superstructure analysis refers to the schema of discourse involving introduction, content as well as conclusion. And the Microstructure analysis, this study focused on semantic analysis of the text. Moreover, we can have a better understanding of the political purpose of this speech.

Index Terms: Critical Discourse Analysis, Teun A. Van Dijk's framework

Introduction

Language is the words we use and also how we use it. Knowing language means knowing how to communicate it is the very essence that makes us human and differentiate us from other living things the basic need to communicate is we must share the same background language, language that is understood by both us and the participant of the conversation. Starting a conversation might seem easy, but it is much more complicated than it seems. One of the most famous linguists Dell Hymes even creates with a conversation framework, a speaking model framework to help others determine how to communicate with people. This is because he is clearly aware that there are many barriers in communication that often lead to misunderstanding. The whole idea of communication is changeable and will be according to certain things like situation, purpose, participant, and so on.

Discourse Analysis is concerned with the study of the relationship between language and the context in which it is used. Moreover, discourse analysis is an approach to analyze written, vocal or sign language. It is a broad term for the study of the ways in which language is used among people. To sum up, (McCarty, 1991) emphasized that Discourse Analysis is not only concerned with the description and analysis of a spoken interaction, but also to all of our verbal encounters we daily consume such as letters, newspapers, articles, letters, stories, recipes, instructions, notices, comics, billboards, leaflets, push through the door, and so on. Subsequently, when it comes to political discourse, that is a framework that is often used, known as Critical Discourse Analysis (CDA).

Critical Discourse analysis analyzed how language works in political setting.it aims to explore the connection the connection between the language and political context in which it occurs. Moreover, political discourse can be simply about the discourse of politicians; their texts and talks. (Heywood, 2017) defines politic in its broadest sense is an activity through which people make, preserve and amend the general rules under which they live. In this process, language plays an essential role, because very political action is prepared, influenced, and delivered by language. One of political discourse is a political speech.

Political speech is usually formed for public event, and it is required collective decision making, policies and regulation. As the object of this study, the writer interested in examining one of the political speeches delivered by the president of the republic of Indonesia, Mr. Joko Widodo on 15 September 2020 at the celebration of 75th session of the United Nation general assembly.

Literature Review

Critical Discourse Analysis

Critical Discourse Analysis (CDA) is and analytical framework for studying connections between language, power and ideology (Fairclough, 1995). Given the power of the written and spoken discourse, CDA can be used for describing, interpreting, analyzing and critiquing social life reflected in the text (Luke, 1997). In different book, he also described Discourse analysis as an interdisciplinary family of methodologies and approaches to the study of language and text that draws variously upon linguistics, literary theory and cultural studies, philosophy of language, sociology and psychology (Luke, 1997). He continued that it focuses on how social relations, identity, knowledge and power are constructed through written and spoken texts in communities. The prime target of critical discourse analysis is to disclose the hidden ideological and power relations which are embedded in text (Rahimi, et al, 2015). In a similar vein, (Widdowson, 2008) stated that texts can be written or spoken, and must be described in linguistic terms and in terms of their intended meaning. Discourse, on the other hand, as text in context, is defined by its effect. Because critical discourse analysis perceives language as a social practice, it presupposes that it cannot function in isolation, but only within a cultural or social setting (Davis, et al, 2015).

CDA Framework by Teun A. Van Dijk

(Van Dijk, 2001 defines critical discourse analysis as a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. Van Dijk's framework has provided some illustrations of the categories that he believes to be important in doing CDA studies (Van Dijk, 1997). He asserts that the main point of the analysis is to show how various ideologies are expressed in various kinds of structures. He proposes linguistic, cognitive and socio-cultural definitions. He first argues that discourse is described at the syntactic, semantic, stylistic and rhetorical levels. Secondly, he adds that it needs to be understood in terms of the interlocutors" processes of production, reception and understanding. And, thirdly, he points to the social dimension of discourse, which he understands as a sequence of contextualized, controlled and purposeful acts accomplished in society, namely, a form of social action taking place in a context. Although, the news is an information source but it does not rule out the possibility to bring inequality, certain ideology and so on. Van Dijk has approached CDA on the basis of understanding ideological structures and social relations of power involved in discourse. There is an argument that news texts are controlled by dominant power language use, discourse, verbal interaction, and communication belong to the micro-level of the social order (Tannen, et al, 2015). Moreover, Van Dijk (2008) classified the analysis technique into three dimensions of analysis; they are social cognition, the

structure of the text, and social analysis. Social cognition involves a person scheme, self-scheme, role scheme, and event schema. The structure of the text involves macrostructure (thematic), superstructure (schematic), and microstructure (semantic, syntax, stylistic, and rhetoric). In macrostructure, the thematic elements are the global meaning of discourse and also generally describes the theme of discourse on each news topic in which there are essential points that refer back to the central theme. In superstructure, text or discourse generally has a flow scheme from the introduction to the end. The flow shows how the parts in the text are arranged and ordered to form a unified meaning. A story consists of two schemes. The first summary is marked with the title and lead. Then the second is the story, which is the entire news content. Lastly, the microstructure consists of semantic analysis, syntax analysis, lexicon analysis, and stylistic.

Method

This study used qualitative research method to describe the three structures of the text. The object of this study is a speech in form of videos delivered virtually by the president of the republic of Indonesia, Mr. Joko Widodo at 75th United Nation general assembly, 22th September 2020, with the theme "The Future We Want, the Un We Need: Reaffirming Our Collective Commitment to Multilateralism – Confronting Covid-19 Through Effective Multilateral Action". The first video was also uploaded on Youtube by KOMPASTV channel, on September 2020. In the video, the speech was delivered in Indonesian, and in the other video uploaded by the official channel of United Nation, the speech was translated and being read in English in front of the assembly. The videos were then downloaded and transcribed in both languages to be analyzed as it referred to the discourse. The Teun Van Dijk's theory (2015) is utilized as the basic framework in conducting this research. The speech was analyzed into its three major structures, namely macrostructure, superstructure and microstructure.

Result and Discussion

Macrostructure
The general theme of the speech is in line with the theme of the conference which is The Future We Want, the Un We Need: Reaffirming Our Collective Commitment to Multilateralism – Confronting Covid-19 Through Effective Multilateral Action". Mr. Joko Widodo focused his speech on the ideology of the basic aim of United Nation. He continued to discuss about cooperation between countries in dealing with current global issue Covid-19 and he talked a little bit about the rivalry involving Palestine, and the role of Indonesia in supporting those issues. Then, he continued to share some of his thought relating to the current situation of the world.

Superstructure

In the opening of his speech, to direct his next statements, Mr. Joko Widodo reminded the leaders of countries as the member of United nation about the great world-war II as the historical background of the establishment of United Nation. He continued to talk about main goal of United Nation which is to maintain the peace and security throughout the world. According to him, after 75 years of establishment the goal has not been achieved yet, because we can still see rivalries, poverty and even hunger around the world. In the content, he talked about Covid-19 as the global issue and how we are supposed to be united and work together against this pandemic. The next point he connects the 75th anniversary of United nation and also 75 years of Indonesian Independence, and how Indonesia determined to assist the United Nations to achieve world peace in accordance with the mandate of our constitution. Moreover, he discussed about the spirit of cooperation and the respect of equality, and he regrets the rivalry involving Palestine and how the country has not yet gained their independence. He then put forward some of his thoughts for the improvement of United Nation against current global issues; First, the United Nation should continue to improve itself through reform, revitalization, and efficiency. Second, he suggested to strengthen collective global leadership, and the last one is also to strengthen the cooperation in tackling the Covid-19 pandemic, in terms of health and socio-economic. In the end of his speech, he asks all parties, that is involved in the United Nation, to continue to work together, to achieve a healthy world, and a productive world.

Microstructure

This part of analysis is divided into 3 parts, namely; opening, content, and closing. It is done to clearly examine the semantic analysis of the sentences within the speech.

a. Opening

"Yang Mulia, Presiden Majelis Umum PBB, Yang Mulia, Sekretaris Jenderal PBB, Para Pemimpin Negara-negara Anggota PBB"
(His excellency, president of the UN assembly, His excellency, UN secretary general, distinguish leaders of the members country of the united nation.)

Semantic Analysis:

There is no written rule of greeting in United Nation conference, but after reviewing other speech videos of United Nations annual assembly, the researcher noticed that this is the way they usually greet at the opening of their speeches. If we compare this speech with other national speeches of Mr. Joko Widodo, we can clearly notice that the way he greets people is different, he usually starts his speech by saying *"Assalamu'alaikum Warahmatullaahi Wabarakatuh"* which is Islamic greeting that indicated the religion that he believes in. In this speech, he did not do that greeting, it

probably because the whole idea of united nations, the nations are all united and putting aside certain background differences, including religion.

> *"Tahun ini genap 75 tahun usia PBB. 75 tahun yang lalu PBB dibentuk agar perang besar, Perang Dunia II, tidak terulang kembali. 75 tahun yang lalu PBB dibentuk agar dunia bisa lebih damai, stabil, dan sejahtera.Karena perang tidak akan menguntungkan siapa pun. Tidak ada artinya sebuah kemenangan dirayakan di tengah kehancuran. Tidak ada artinya menjadi kekuatan ekonomi terbesar di tengah dunia yang tenggelam".*
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> (This year marks the 75th anniversary of the United Nations. 75 years ago the United Nations was born so that a great war, the second world war will not happen again, 75 years ago, the United Nation was also established to create a world that is more peaceful, stable, and prosperous, because war will benefit no one. There is no point of celebrating victory among ruins, there is no point of becoming the largest economic power in the midst of sinking world.)

Semantic Analysis:

In this part, Mr Joko Widodo tries to remind the leaders of countries as the member of United Nations about the great world-war II as the historical background of the establishment of United Nations. In his next statement he tried to remind the objective of United Nations *"to create a world that is more peaceful, stable, and prosperous",* then until the last sentences of this part, he continued to talk about war between countries, it is useful to emphasize his next statements about rivalries between countries. *There is no point of becoming the largest economic power in the midst of sinking world*. This is the last statement in this part. It is actually a very strong statement considering the fact that all the countries with the greatest economic power are all the member of United Nation and which indicates that he directly addressed them in this statement.

b. Content

> *"Pimpinan sidang yang terhormat, Di usia PBB yang ke-75 ini kita patut bertanya, apakah dunia yang kita impikan tersebut sudah tercapai? Saya kira jawaban kita sama: belum. Konflik masih terjadi di berbagai belahan dunia. Kemiskinan dan bahkan kelaparan masih terus dirasakan. Prinsip-prinsip Piagam PBB dan hukum internasional kerap tidak diindahkan, termasuk penghormatan terhadap kedaulatan dan integritas wilayah. Kita semua prihatin melihat situasi ini".*
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> (Mr president, in this 75th anniversary of the UN we must ask ourselves, have we succeeded in creating the world that we dreamed of? I believe all of us will have the same answer. Not yet. Conflicts are still happening all over the world, poverty and even hunger are still suffered by many. The principle of the UN charter and the international law are often neglected, including the respect for

sovereignty and territorial integrity. All of us are concerned with this situation.)

Semantic Analysis:

In the first sentences Mr. Joko Widodo invites the audience, the leaders of 193 countries as the member of United Nations to reflect on the United Nation's 75th anniversary with the main goal of the United Nation; *a better world that we all dreamed of.* He then expressed his belief that this goal had not been achieved yet, because many people are still suffered from conflicts, poverty and hunger. The next statement talked about respect for sovereignty and territorial integrity, it actually slightly notified the problems experienced by Indonesia recently   when some other countries disturbed our sea territory. As (Mulyanto) stated "It's not just the South China Sea: Vietnamese vessels in Indonesian waters show extent of maritime disputes in ASEAN", furthermore (Siregar) wrote about the same issue "why Indonesia is reaffirming its position on the South China Sea and turning down China's offer for bilateral talks". These are the issue that Mr. Joko Widodo tried to address but he did not clearly mention the countries, as they all are the member of United Nations. He tried to give warning but still being polite at the same time. The next thing he mentioned *All of us are concerned with this situation,* he seems to actually ask them to be more concern about this kind of situation.

> *"Keprihatinan kita menjadi semakin besar di saat pandemi Covid-19 ini. Di saat kita seharusnya kita semua bersatu padu, bekerja sama melawan pandemi, yang justru kita lihat adalah masih terjadinya perpecahan dan rivalitas yang semakin menajam. Padahal, kita seharusnya bersatu padu selalu menggunakan pendekatan win-win pada hubungan antar-negara yang saling menguntungkan. Kita tahu dampak pandemi ini sangat luar biasa, baik dari sisi kesehatan maupun sosial ekonomi. Kita juga paham, virus ini tidak mengenal batas negara. No one is safe until everyone is. Jika perpecahan dan rivalitas terus terjadi maka saya khawatir pijakan bagi stabilitas dan perdamaian yang lestari akan goyah atau bahkan akan sirna. Dunia yang damai, stabil, dan sejahtera semakin sulit diwujudkan".*
>
> (Our concerns grew even deeper in the midst of the covid-19 pandemic. At the time when we ought to unite and work together to tackle the pandemic, and what we see instead is one of the deep divisions and growing rivalries. Whereas in fact, we must unite and always promote a win-win approach in building relation among state that is mutually beneficial. We all understand the tremendous impact of the pandemic both on health and social economy. We are also aware that the virus knows no boundaries. No one is safe until everyone is. If division and rivalries continue to persist, then I'm concern, that the pillars of stability and sustainable peace will crumble or even destroyed. A world of peace, stable and prosperous become more and more difficult to attain.)

Semantic Analysis:

In this part of his speech, he continued to discuss about the current global issue that is being experienced by the whole world; Covid-19 pandemic. He regretted the lack of unity among countries' leaders in facing the pandemic. "…*what we see instead is one of the deep divisions and growing rivalries*" it is another strong statement that he said. He openly warned the countries involved in the conflicts that occurred back then when he delivered the speech. It was the time when the issue of World War III became trending topic all over the internet, like (Grant) wrote, "could tension between US and Iran spark world-war III?", and a news by (Nigam), "Huge Things In 2020: From Brexit to World War 3 Speculations, News That Dwarfed Pandemic". The he moved on to remind the audience about *"the tremendous impact"* of Covid-19, on health and social economy. As people has seen the impact of Covid -19, which until now has infected over 190 million people, with over 4 million death cases. (Sumner et al, 2020) confirmed in the UN study that global poverty could increase for the first time since 1990. Moreover, Mr. Joko Widodo stated *"We are also aware that the virus knows no boundaries."*, he reminded the leader of countries to promote cooperation in tackling this pandemic, because it does not matter how rich a country is, how good they are in facing this pandemic, it will be useless if other country still suffered from this virus, *"No one is safe until everyone is"*. Then, Mr. Joko Widodo continue discussed the previous topic concerning the divisions and rivalries which, in his opinion, could threaten the stability and sustainable peace of the world, and the main goal of the United Nations would be more difficult to achieve.

> *"Yang mulia, Tahun ini Indonesia juga merayakan kemerdekaan yang ke-75 tahun. Dan sudah menjadi tekad kami, Indonesia terus berkontribusi bagi perdamaian dunia sesuai amanah konstitusi. Indonesia akan terus memainkan peran sebagai bridgebuilder, sebagai bagian dari solusi. Secara konsisten, komitmen ini terus dijalankan Indonesia, termasuk saat Indonesia duduk sebagai anggota Dewan Keamanan PBB. Spirit kerja sama akan selalu dikedepankan Indonesia, spirit yang menguntungkan semua pihak tanpa meninggalkan satu negara pun. No one, no country, should be left behind. Persamaan derajat inilah yang ditekankan oleh bapak bangsa Indonesia, Soekarno, Bung Karno, saat Konferensi Asia Afrika di Bandung tahun 1955 yang menghasilkan Dasasila Bandung. ingga kini, prinsip Dasasila Bandung masih sangat relevan, termasuk penyelesaian perselisihan secara damai, pemajuan kerja sama, dan penghormatan terhadap hukum internasional. Palestina adalah satu-satunya negara yang hadir di Konferensi Bandung yang sampai sekarang belum menikmati kemerdekaannya. Indonesia terus konsisten memberikan dukungan bagi Palestina untuk mendapatkan hak-haknya. Di kawasan kami sendiri, bersama negara-negara ASEAN lainnya, Indonesia terus menjaga Asia Tenggara sebagai kawasan yang damai, stabil, dan sejahtera. Pada hari jadinya yang ke-53, 8 Agustus 2020 yang lalu, ASEAN*

kembali menegaskan komitmennya untuk terus menjaga perdamaian dan stabilitas kawasan. Spirit kerja sama dan perdamaian inilah yang kemudian didorong Indonesia ke kawasan yang lebih luas, kawasan Indo Pasifik, melalui ASEAN Outlook on the Indo Pacific".

(Excellencies, this year Indonesia also celebrates the 75th anniversary of its independence. It has always been our commitment, Indonesia will continuously contribute to world peace, as mandated by our constitution. Indonesia will continue to play a role as bridge-builder as part of the solution. Consistently, the commitment is continuously upheld including throughout Indonesia's membership of the UN security council. The spirit of the cooperation will continue to be promoted by Indonesia, the spirits which provides mutual benefits to all parties, and leave no country behind. No one, no country should be left behind. The respect of equality was also emphasized by Indonesia's founding father Sukarno, Bung Karno, during the Asia-Africa conference in Bandung in1955, that gave birth to the Bandung principles. Until now, the Bandung principles are still relevant, including in peaceful settlement of disputes, promotion of cooperation, and respect for international law. Palestine becomes the only country attending the Bandung conference, that until present, has not enjoyed its independence. Indonesia consistently supports Palestine to gain its right. In our region, along with the ASEAN member countries, Indonesia continuous to maintain South East Asia as a peaceful, stable and prosperous region. On its 63rd anniversary, on 8th of August 2020 ASEAN reaffirmed its commitment to continue maintaining peace and stability in the region. The same spirit of cooperation and peace was put forward by Indonesia to a wider region, the Indo-Pacific region through the ASEAN Outlook on the Indo-Pacific.)

Semantic Analysis:

In this part, Mr. Joko Widodo as the president of Indonesia tried to declare the role of Indonesia in supporting United Nations. "*It has always been our commitment, Indonesia will continuously contribute to world peace, as mandated by our constitution".* By using the pronoun *"our"* he indicated all citizen of Indonesia, because keeping the world peace, is written in the constitution of Indonesia, paragraph 4 "Kemudian daripada itu untuk membentuk suatu Pemerintah Negara Indonesia yang melindungi segenap bangsa Indonesia dan seluruh tumpah darah Indonesia dan untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa, dan ikut melaksanakan ketertiban dunia.." / "Subsequent thereto, to form a government of the state of Indonesia which shall protect all the people of Indonesia and their entire native land, and in order to improve the public welfare, to advance the intellectual life of the people and to contribute to the establishment of a world order based on freedom..".

Furthermore, he mentioned the role of Indonesia when Indonesia became the member Of United Nations Security Council. The United Nations security council is a United Nations organization whose primary responsibility is international security and maintenance, and Indonesia had been elected 4 times as member of this organization. The last period of Indonesian membership is in 2018-2020 under the government of President Joko Widodo. During the membership, Indonesia plays a role as a mediating voice, bridging and forming consensus among members of the UN Security Council. The issues brought up by Indonesia include ensuring peace, security, and stability for the fulfillment of the 2013 agenda, including in Africa. Then, forming a global partnership to discuss the implications of security on the economy, health, and the environment. Then by increasing the role of women in achieving peace. Indonesia also pays special attention to the issue of Palestine, (Seba, et all, 2021). His next statement, *"the spirit of the cooperation will continue to be promoted by Indonesia, the spirits which provides mutual benefits to all parties, and leave no country behind. No one, no country should be left behind"*. This statement clearly addressed to the issue of Palestine that he will mention later in this speech. He stated *"Palestine becomes the only country attending the Bandung conference that until present, has not enjoyed its independence. Indonesia consistently supports Palestine to gain its right."*

Moreover, he continued by expressing his opinion about the spirit of cooperation. He stated that the spirit of cooperation had long been put forward by the Indonesian people, as stated in the Bandung principle that had been emphasized by the Indonesian founding father Ir. Soekarno in1955 during the Asia-Africa conference. Asia-Africa conference or also known as Bandung conference took place in Jakarta in April 1955. It was the conference which reflected well the new age which many say as dawning, an age when colonialism was coming to an end, and where the nations and states of Asia and Africa would be recognized as sovereign, equal members of a new world order. The conference produced 10 principles of Bandung, which focused on what member countries hoped would become the new norms for the conduct of international relations, these included respect for fundamental human right, for national sovereignty and territorial integrity, for the equality of peoples and nations, for the use of peaceful means to resolve international disputes, and for the institutions of United Nations, (Brown, 2012). Furthermore, he believes that these principles are still relevant until today. Still talking about the spirit of cooperation, Mr. Joko Widodo continued to state that with the same spirit of cooperation, Indonesia with the other members of ASEAN have committed to continue maintaining peace and stability, and it is not limited in south-east Asian, but in the wider region, Indo-Pacific region through the ASEAN Outlook on the Indo-Pacific. The ASEAN Outlook promotes the principles of openness, inclusiveness, transparency, respect for international law and ASEAN centrality in the Indo-Pacific region, (Anwar, et al, 2020).

*"Yang Mulia, Melihat situasi dunia saat ini, izinkan saya menyampaikan beberapa pemikiran. **Yang pertama**, PBB harus senantiasa berbenah diri melakukan reformasi, revitalisasi, dan efisiensi. PBB harus dapat membuktikan bahwa multilateralism delivers, termasuk pada saat terjadinya krisis. PBB harus lebih responsif dan efektif dalam menyelesaikan berbagai tantangan global. Dan kita semua punya tanggung jawab untuk terus memperkuat PBB agar PBB tetap relevan dan semakin kontributif sejalan dengan tantangan zaman. PBB bukanlah sekadar sebuah gedung di kota New York tetapi sebuah cita-cita dan komitmen bersama seluruh bangsa untuk mencapai perdamaian dunia dan kesejahteraan bagi generasi penerus. Indonesia memiliki keyakinan yang tidak tergoyahkan terhadap PBB dan multilateralisme. Multilateralisme adalah satu-satunya jalan yang dapat memberikan kesetaraan. **Kedua**, collective global leadership harus diperkuat. Kita paham bahwa dalam hubungan antarnegara, dalam hubungan internasional, setiap negara selalu memperjuangkan kepentingan nasionalnya. Namun, jangan lupa kita semua memiliki tanggung jawab untuk kontribusi, menjadi bagian dari solusi bagi perdamaian, stabilitas, dan kesejahteraan dunia. Di sinilah dituntut peran PBB untuk memperkokoh collective global leadership. Dunia membutuhkan spirit kolaborasi dan kepemimpinan global yang lebih kuat untuk mewujudkan dunia yang lebih baik. **Ketiga**, kerja sama dalam penanganan Covid-19 harus kita perkuat, baik dari sisi kesehatan maupun dampak sosial ekonominya. Vaksin akan menjadi game changer dalam perang melawan pandemi. Kita harus bekerja sama untuk memastikan bahwa semua negara mendapatkan akses setara terhadap vaksin yang aman dan dengan harga terjangkau. Untuk jangka panjang, tata kelola ketahanan kesehatan dunia harus lebih diperkuat. Tatanan kesehatan dunia yang berbasis pada ketahanan kesehatan nasional akan menjadi penentu masa depan dunia. Dari sisi ekonomi, reaktivasi kegiatan ekonomi secara bertahap harus mulai dilakukan dengan melakukan koreksi terhadap kelemahan-kelemahan global supply chain yang ada saat ini. Aktivasi ekonomi harus memprioritaskan kesehatan warga dunia. Dunia yang sehat, dunia yang produktif, harus menjadi prioritas kita".*

(Excellencies, against this current global situation, allow me to convey a few thoughts. First. The UN should continue to improve itself through reform, revitalization, and efficiency. The UN needs to prove that multilateralism delivers, especially during that time of crisis. The UN needs to be more responsive and effective in tackling the global challenges, and all of us bear the responsibilities to further strengthen the UN so that the UN remains relevant and contributive in keeping with the challenges of time. The UN is not a mere building in the city of New York, rather it represents an ideal and shared commitment of all nations to realize world peace and prosperity for our future generations. Indonesia has an unwavering faith in the United Nations

and multilateralism. Multilateralism is the only way that could guarantee equality. Second. Collective global leadership has to be strengthened. We are all aware that when it comes to relations among countries in international relations, every country always protects their national interest. However, we must not forget that all of us have the responsibility to contribute to be part of the solutions for peace, stability and prosperity of the world. This is where the UN should play a role to strengthen collective global leadership. The world needs the spirit of collaboration and a stronger global leadership to create a better world. Third. Cooperation in tackling Covid-19 must be strengthened, in terms of the health aspects, as well as the socio-economic effects. Vaccine will be the game-changer in the war against the pandemic. We need to work together, to ensure that all countries have equal access to a safe vaccine with affordable price. In the long term, the management of the resilient of global health system, needs to be further improved. The resilient of global health system based on national health system will determine the future of our world from the economic perspective, the gradual reactivation of economic activities needs to start by correcting the shortcomings of our global supply chain today. Reactivation of the economy must prioritize the health of all citizen of the world. A healthy world, a productive world needs to be our priority.

Semantic Analysis:

In this section, Mr. Joko Widodo asks permission to convey some of his thoughts about the global challenges we are facing nowadays and the improvements to the United Nations to deal with those challenges. First, he thinks that the United Nation need to have improvements through *reform* (make changes to improve itself)*, revitalization* (the process of making something grow, develop, or become successful again)*, and efficiency* (the good use of time and energy in a way that does not waste any). He also urges the United Nations to ensure the realization of *multilateralism. Multilateralism* indicates a situation in which several different countries or organizations work together to achieve something or deal with a problem. Furthermore, he asked the United Nations to be *more effective* (successful or achieving something u want) and *responsive* (a quick or positive way of doing something), and he reminded all members of United Nations to realize the collective responsibility to strengthen the United Nations. Further he stated that United Nation is not just a mere building in New York. He tried to touch his audiences by using metaphor, he believed that *United Nations is an ideal and shared commitment of all nations.* Second, he reminded the United Nations to strengthen the collective global leadership. He warned the members of the United Nations, in fighting for their national interests, do not forget their roles and responsibilities in contributing and being part of world peace, stability and prosperity, which is the main goal of the United Nations. *This is where the UN should play a role to strengthen collective global leadership.* He indicated "this is" to the current situation of the world that we

are currently facing, which is the covid-19 pandemic. Moreover, he believed, to have a better world, now we need the spirit of collaboration and a stronger global leadership. Third, he focused this part to discussed about covid-19 pandemic. He asked them to strengthen the cooperation in terms of health and socio-economic. He is aware that this fields are heavily affected by covid-19. (Gautam, 2020) stated that the entire world population currently faces enormous challenges (i.e., social, environmental, health, and economic) due to impact of COVID-19. He continued to discuss about vaccine, which he believes will be the game changer against this current situation. He asked for cooperation between countries in accessing the vaccine which back then was currently being developed. Again, he is aware that not all countries have the same resources in developing vaccines, and this is when cooperation is really needed. He assured that it needs to be done for the resilience of the global health system, which determines the future of the world. He believed, the future economic of the world is also determined by the resilience of global health system. From an economic point of view, he suggested to gradually start the economic activities by correcting the current shortcomings of global supply chain. The global supply chain itself is a global system that is used as a producer of products and services which involves suppliers or providers of goods as well as customers from other countries. However, he added that the economic reactivation must prioritize the heath of the world's citizen.

c. Closing

> "Semua itu dapat tercapai jika semua bekerja sama, bekerja sama, dan bekerja sama. Mari kita memperkuat komitmen dan konsisten menjalankan komitmen untuk selalu bekerja sama. Demikian, terima kasih".

All of these, will only be achieved if all of us continue to work together, work together and work together. Let us solidify our commitment and consistently carry out our commitment to work together. That is all from me thank you.

Semantic Analysis:

"All of this" referred to all his previous encouragements. In this closing statement he asked all members of the United Nation to keep working together. He emphasized this statement by the repetition of words "work together" 3 times in the first sentence.

Conclusion

Drawing on Van Dijk's critical discourse analysis model, this present study has critically analyzed the data in three structures, namely macrostructure, superstructure and microstructure.

First, the researcher analyzed the Macrostructure of the text. To find out the macrostructure of the text the researcher needs to understand the whole text. (Van Dijk, 1980) determine thematic as the main part of macrostructure levels, it refers to word theme. The theme conveys the most important information that transferred by the speakers. There are two main topics that are interconnected in the speech. The first one is, the main goal of the United Nations and the second one is the current global issue Covid-19 pandemic.

Second, the researcher analyzed the Superstructure of the text. Superstructure refers to the schema of discourse which connect the macrostructure and microstructure involving introduction, content as well as conclusion. In the opening of his speech, to direct his next statements, Mr. Joko Widodo reminded the leaders of countries as the member of United nation about the great world-war II as the historical background of the establishment of United Nation. Then he continued to talk about main goal of United Nation which is to maintain the peace and security throughout the world, and at the same time he interconnected the topic with current global issue, Covid-19 pandemic. In the end of his speech, he asks all parties, that is involved in the United Nation, to continue working together, to achieve a healthy world, and a productive world.

Third, the researcher analyzed the Microstructure of the text. Microstructure refers to meaning which is more specific in discourse focusing on the semantic relations between propositions, syntactic, lexical and other rhetorical elements. However, in this study, the researcher focused only on semantic analysis of the text.

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