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THE FIRST FRESHMEN STUDENTS' UNIVERSITY TEST OF ENGLISH PROFICIENCY: A DESCRIPTIVE AN CORRELATIONAL STUDY

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Abstract

Listening and reading play an essential role in students learning English as a foreign language. Recognizing freshmen students' English language proficiency through the University Test of English Proficiency (UTEP) helps the university to portray the cohort performance and decide future policies and teaching strategies for the English lesson. This is important for the EFL teachers developing teaching strategies that are suitable for students. However, a study to describe the current phenomena of the first freshmen students and the existence of the relationship between UTEP listening and reading proficiency scores also need to be conducted for the sake of UTEP's continuous improvement as an assessment instrument. Therefore, the present study aims to (1) investigate the descriptive statistics of the current cohort first UTEP; and (2) find out the existing relationship between freshmen students' UTEP reading and listening proficiency scores. A quantitative method was applied to describe the current UTEP scores statistically and to find out the degree of correlation coefficient of freshmen students' first UTEP. The data was collected from 863 freshmen students who took their first UTEP and statistically analyzed using SPSS version 26. The results revealed that there is a positive and quite strong relationship between freshmen students' UTEP reading and listening proficiency scores.

***Keywords**: Descriptive Statistics, Correlational Study, Reading Proficiency, Listening Proficiency, UTEP*

I INTRODUCTION

The 21st century has seen a growing dependency on the acquisition of knowledge through the audio-visual channel. Wolf, Muijselaar, Boonstra, & de Bree, (2019) research implies that book reading among children and adolescents decreases relatively speaking. In contrast, the consumption of audio (visual) knowledge through, for example, TV and computers are rising. At the same time, in primary education, reading comprehension is an important subject because it is recognized as a significant indicator of the career and life-long learning of children in school.

People recognize listening ability is considered as an essential ability as an integral part in verbal communication yet not easy to learn (Alzamil, 2021). Several basic psychological mechanisms, i.g. short-term (operative) memory and long-term memory, thinking, and anticipated events; are required for students (Mukarrama et al., 2022). Common listening issues are associated with the speechrate, pronunciation, accents, nervousness, limited vocabulary, and lack of background information (Alzamil, 2021; Novika et al., 2020; Saraswaty, 2018). The development of strategies in teaching listening skill are countinously established and studied to be able to provide a higher chance of success for students. Because listening is an ability and a physical skill. Listening involves paying attention to what is learned and trying to process it (Yildirim, 2016).

The role of reading is also reasonably necessary to learn especially English as a foreign language in Indonesia. There is an urgent need nowadays to understand the importance of reading due to its role as the receptive skill of language ability (Schmitt, 2002) which functioned to receive and gather text information; and high exposure to English words and terminologies lies in our linguistic landscape (Kweldju, 2021). The linguistic landscape is a language phenomenon in the real world, e.g., the emergence of the word *Tokopedia* which is a combination of the Indonesian word "Toko", i.e., Indonesian translation of "store", and "Pedia" as the end part of the word "encyclopedia". The combination of English and Indonesian morphemes or lexemes produces cross-linguistic compound words or hybrids for their appeal and for expressing communicative value and nationalism (Kweldju, 2021). In fact, the word *Tokopedia* is well-accepted and become famous among Indonesian people as an electronic commerce platform for online shopping.

English is officially taught in Indonesia starting from elementary schools to the university level, generally as a foreign language. There are some schools and universities in Indonesia that treat English as a second language due to the schools' philosophical background and curriculum or the major specialized in the English language (linguistics, literature, education, or other applied linguistics discipline).

(JDIH Batam, 2020)

Based on observation after 2 years of living in Batam, English is taught in Batam from elementary schools to universities as well as in other cities in Indonesia. Most schools teach English following the national curriculum and treat English as a foreign language. On the other hand, some international schools and private international universities are using a blended-based curriculum (combining national and international curricula) using English as the medium instructional language.

The social expectation in Batam of students acquiring English is high because they think the position of Batam city as a Special Free Trade Area resulting in many international companies do investment and building their offices and factory here. The better the students' English proficiency, it is expected to raise their chances of getting a job and a better job position; which in turn, enables them to compete with immigrant workers. Yet, most schools in Batam city teach English by implementing a national curriculum that needs higher exposure for communication both receptive and productive in their linguistic landscape. This has an impact on students who go on to university to have English language skills that are varied and sometimes extreme with one another.

The universities feel the need to respond the society's expectations regarding graduates' English language ability after they leave college. The university takes the responsibility to prepare adequate graduates that fulfilling their needs and competes in the job market or society. The universities, specifically in Batam city, realize that not all of the graduates could get accepted into the job market but some of them are not willing to find a job but maybe either start a new business or succeed in the family's company. Therefore, setting a passing grade for students' English proficiency could help them to meet the minimum competence to strive for challenges in the after-collage world.

Mapping the English proficiency based on a standardized test, especially in listening and reading of new students each year is compulsory to adjust and re-design the composition of English courses to help students meet the minimum competence of English proficiency after they graduate. The standardized test is called the University Test of English Proficiency (UTEP) which is adapted from the Test of English for International Communication (TOEIC). Careful, systematic, and clear instruction (Sinwongsuwat & Nicoletti, 2020) in the development of TOEIC-like standard tests is positively believed that take a role as a self-regulated learning instrument for students (Yabukoshi, 2020) and could be strengthened with corrective feedback (Poehner & Leontjev, 2018) from the teacher.

The finest test should have two characteristics: validity and reliability (Chan et al., 2015; Divayana et al., 2021; Hoffmann, 1964; Nouri & Marzban, 2018). To be effective, the test must measure the level it intends to measure. To be reliable, the test must produce essentially the same results when managing multiple locations over a long period. To put it another way, the results must be reproducible. Tests that generate statistically different scores based on test locations are unreliable. If the test is not reliable, the test is invalid.

UTEP is an assessment instrument to measure the student's proficiency in the English language, especially for listening and reading. It is realized that UTEP needs continuous improvement to describe students' achievements more accurately and clearly. UTEP also has a role as a parameter for determining the more suitable curriculum and teaching strategy to pursue students' English proficiency goals when they graduate. Therefore, finding insight through revealing a meaningful correlation between listening and reading UTEP scores was considered an important issue for stakeholders in making future policies.

However, the development of UTEP must be evaluated annually because 1) UTEP both listening and reading test sections need continuous improvement and adjustment with the current real situation issues; 2) UTEP is an ongoing-development assessment instrument product, and 3) the accuracy of UTEP outcome is needed to be sharpened because sometimes showing error in depicting students' English ability. Therefore, based on the current situation, the authors need to investigate whether there is a connection between students' listening and reading comprehension reflected in the UTEP result to design an effective strategy for teaching English to higher education students to achieve passing grades when they graduate from university.

Based on the elaboration above, the present study aims to (1) investigate the descriptive statistics of the current batch first UTEP; and (2) find out the existing relationship between freshmen students' UTEP reading and listening proficiency scores.

Both null and alternate hypotheses are designed to approximate the phenomena reflected in the second research question to be tested. The null hypothesis is no relationship between freshmen students' UTEP listening and reading comprehension. While the alternate hypothesis is a relationship exists between freshmen students' UTEP listening and reading comprehension.

II METHOD

This research was designed as a descriptive study aimed at describing and investigating the correlation between the freshmen students' reading and listening comprehension through the University Test of English Proficiency (UTEP). A descriptive study is a research design to collect information without changing the environment or anything being manipulated (Tawalbeh, 2019), it is also sometimes referred to as a correlation or observational study (Supratiwi et al., 2021). This study is aimed to investigate information about the natural UTEP score status occurs and the correlation between students' listening and reading comprehension reflected on UTEP achievement in a private university in Batam.

This study follows the four-step framework provided in the Guidelines for Assessment and Instruction in Statistics Education (GAISE) report (Franklin et al., 2007) as the practice of statistics. GAISE report put variation as an explicit matter compared to previous statistical investigation frameworks suggested by Holmes (1980), Bright and Friel (1998), and Wild and Pfannkuch (1999) which recognized it implicitly. The four-step GAISE report consists of 1) formulating questions, 2) collecting data, 3) analyzing data, and 4) interpreting the result. The role of variability is emphasized for every step and it is critically specified, those are *anticipating* variability in writing the questions, acknowledging variability in designing the data collection method, *accounting for* variability in using distribution, and *allowing for* variability in interpreting the results (J. Watson et al., 2018).

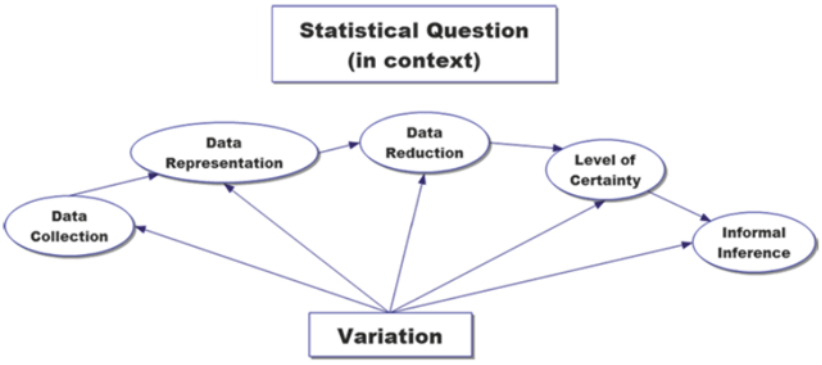

Figure 1. A framework of statistical investigation (J. M. Watson, 2017)

The four-step GAISE report in posing problems and defining the statistical questions the GAISE (Franklin et al., 2007) emphasized that "anticipating variation" is the key feature and "requires the understanding of the difference between a question that anticipates a deterministic answer and a question that anticipates an answer based on data that vary" in formulating questions. To anticipate both deterministic questions and the data varies, the questions are taken from the problem faced by the UTEP organizer and management staff. The posing questions suggested investigating the UTEP validity, reliability, and statistical analysis supporting further research for UTEP continuous development cycle. These practical questions are needed to answer as the bridge to improve UTEP quality and accuracy as a language proficiency assessment instrument.

The second step in the GAISE report is planning for collecting data which focuses on samples and sampling. The practice of statistics often takes a sample from one or more population(s) and followed it to make inferences about the population(s) from the findings revealed by the sample(s) (Makar, 2018). The issues of selecting a sample which concerned the selection of the sample, the sample size, and acknowledgment of the sample variability became the key to being able to make an inference (J. Watson et al., 2018; Wild & Pfannkuch, 1999). Related to the subject of the research, the sample was the freshmen students' first UTEP score in listening and reading. The first UTEP score is considered the anchor reflection of freshmen students' English language proficiency that will be tied up to the following UTEP score as the initial corresponding score. A convenience sampling technique was used due to the research tried to take a part in the development of UTEP under the direction of the university and the UTEP coordinator; therefore, the authors have permission and access to some confidential matters related to students' UTEP scores. The data was collected from 862 freshmen students divided into 7 study programs who conducted UTEP for the first time, there were 170 students in the accounting department, 23 students in the architecture department, 108 students in the law department, 336 students in the management department, 173 students of information systems department, 27 students of technology information department, and 26 students of the civil engineering department. Students'

agreements regarding their scores for this research had been represented by UTEP legal coordinator unit to agree to share all recorded scores of the freshmen students that related to the research needs and goals.

The students' agreement became a prior concern as ethical issues were involved in the current research. The ethical frameworks (i.e., consequentialist ethics, non-consequentialist ethics, and virtue ethics) (Oey-gardiner et al., 2021) in research must be followed and maintained by researchers carefully, especially in the data-collecting stage. Because researchers are not only responsible to protect all participants' privacy when the research was conducted but also in the future, e.g., in reports, publications, seminars, the use of research results, and data maintenance.

The data analysis stage began with cleaning the raw data and was followed by structuring the data. As the initial process was completed, the data were analyzed both using descriptive and correlational statistics to answer the research questions. It began with measuring its central tendency and dispersion, testing the hypothesis and p-values, measuring the degree of correlation through Pearson product-moment rule, visualizing the statistics result, and interpreting the result. Defining the strength of the correlation, it was referring to De Vau's correlation degree in Mahmood et al. (2017). Finally, it delineates the coefficient of determination.

As technology grow and evolve, the use of technological tools to support statistical investigations is a part of researchers' way to present convincing reports and tasks (Makar, 2018). The use of Statistical Package for Social Science (SPSS) version 26 was used as the technology that could advise the researchers to minimize statistical calculation mistakes in handling large data sets and this software is employed by many researchers in the same field as the statistical calculation application and data presentation (Latifah et al., 2018; Mahande et al., 2019; Qutob & Madini, 2020). The SPSS version 26 was implemented since this is the latest version of SPSS when this research was conducted. Finally, to present a triangulation process in analyzing the data, Microsoft Excel was used to cross-check the statistical calculations.

III FINDINGS AND DISCUSSION

The highlighted topic of this paper is investigating the first University Test of English Proficiency (UTEP) conducted by first-year students of 2020 in a private university in Batam city, Indonesia. First, what are the freshmen students' UTEP listening and reading comprehension results? Essentially, UTEP is the adoption of the Test of English for International Communication (TOEIC). UTEP is conducted to support the university's internationalization program and gather initial data on each student's English proficiency. Additionally, UTEP is also treated as an English class placement test. During college, students will take part in a structured English language development program to meet one of the graduation requirements passing UTEP with a minimum score of 740. Later on, students will take the real TOEIC as their proceeding graduation requirement.

The fundamental argument that UTEP adopting TOEIC is listening and reading are believed as naturally given as primary abilities to learn the language(s). TOEIC has two kinds of tests (Im & Cheng, 2019)), namely listening and reading tests with a score range of 10-990. In the TOEIC listening and reading parts, no speaking is involved. In response to a variety of comments, test takers are expected to answer questions (Chiang, 2018). The listening segment consists of 100 questions in 45 minutes to be answered. The reading part explores how well-written English is understood by the test taker, consists of 100 multiple-choice questions, and lasts 75 minutes. The TOEIC is explicitly intended to investigate the capacity in real-life circumstances to apply and use English. The nature of the test ensures that the scores can be compared accurately among people worldwide. The TOEIC has become one of the world's most common comprehensive assessments; more precisely, it is intended to test English abilities (Chiang, 2018). In addition, the score of UTEP and TOEIC could be correlated to The Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR).

Table 1. CEFR Standard (Council of Europe, 2020)

Section	Score Range	Minimum Score				
		A1	A2	B1	B2	C1
Listening	5-495	60	110	275	400	490
Reading	5-495	60	115	275	385	455

Reading is one of the language abilities that cannot be isolated from other language abilities because the skill of the students can help their ability to master others in one aspect (Nation, 2008; Grabe, 2009). It is an essentially educational purpose, as one's language does not improve without reading. The ability of students to read is vital because they will be able to develop general language skills in English by the ability to read; reading can enlarge the English vocabulary of students and can help improve their writing or speaking skills of students (Prasodjo et al., 2021). So, it can be inferred that for someone who wants to be an educated person, reading is one of the keys to success.

The necessary key to speaking is listening; the early stages of the production of language in the first language of a person (and in the naturalistic learning of other languages) rely on listening. Indeed, (Newton & Nation, 2020) Nation showed that in first language education, both the growth of oracy and literacy required continuous attention. Before that, it was taken for granted that first-language speakers required guidance on how to read and write, but not how to listen and speak since native speakers naturally acquired these abilities. Yildirim (2016) suggests that many factors should be paid special attention to when listening. As a consequence, listening comprehension is crucial since it is the mechanism by which we receive feedback, and comprehension learning would not be possible without it. In addition, he also stated that listening has an important influence on the development of spoken language. Unless we improve our listening ability, we cannot improve our speaking ability. Therefore, depicting the freshmen students' English listening and reading proficiency could portray their English ability to help the curriculum developer adjust the teaching and learning style based on the current English language proficiency pattern.

By gaining the pattern of freshmen students' listening and reading proficiency through UTEP, the English language teachers could be suggested teaching strategies proportion in teaching listening and reading that accommodate all learning styles. Implementing all learning styles respectively in the meetings could enhance the chance for students to remember what they have learned (Williams, 2008). Students learning style influences how they think and express themselves (Sukrawan Hari, 2012). Resulting in a student conducting a distinctive piece of thinking from others because it is an outward representation of how an individual perceives the situation, therefore learning style is an important part of every educator's educational philosophy because it is a part of what makes an individual unique (Guild & Garger, 1998).

Based on the descriptive statistics analysis of the data set taken from the first freshmen students' UTEP score, i.e., gathered from 7 study programs (SP), through SPSS version 26 and Microsoft Excel, the result of freshmen students' UTEP listening and reading achievements are presented in Figure 2 and Figure 3.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Listening	863	355	140	495	402.14	1.695	49.784	2478.462	-.732	.083	1.575	.166
Reading	863	345	85	430	327.58	1.708	50.184	2518.432	-.232	.083	-.365	.166
Valid N (listwise)	863											

Figure 2. SPSS Descriptive Statistics Screenshot

Listening Score		*Reading Score*	
Mean	402.14	Mean	327.58
Standard Error	1.69	Standard Error	1.71
Median	410.00	Median	330.00
Mode	425.00	Mode	330.00
Standard Deviation	49.78	Standard Deviation	50.18
Sample Variance	2478.46	Sample Variance	2518.43
Kurtosis	1.58	Kurtosis	-0.37
Skewness	-0.73	Skewness	-0.23
Range	355.00	Range	345.00
Minimum	140.00	Minimum	85.00
Maximum	495.00	Maximum	430.00
Sum	347050.00	Sum	282700.00
Count	863.00	Count	863.00
Confidence Level(99.0%)	4.37	Confidence Level(99.0%)	4.41

Figure 3. Microsoft Excel Descriptive Statistics Screenshot

The calculation result both using SPSS and Microsoft Excel demonstrated identical results. Meaning that SPSS version 26 has no calculation bug or issue in analyzing descriptive statistics. Descriptive statistics analysis summarized the central tendency and dispersion of the data set. The intention of measuring the central tendency was to investigate the location of the center of various distributions for sparking a better idea as to where the pivot of distribution is located (J. M. Watson, 2017). Besides, measuring the dispersion of the data set was aimed at seeing deeper into the data set when the data values are dissimilar, e.g., determining the reliability of the average and serving as the basic control of the variability (Mahmood et al., 2017). Therefore, measuring the central tendencies and dispersions enabled the researchers to summarize data in a single value, compare two series concerning their variability, and see their consistency or uniformity.

The comparison of central tendency values, i.e., mean, median, and mode, between listening and reading scores (Figures 2 and 3) showed freshmen students' UTEP listening proficiency generally tends to be higher than reading proficiency. Further, the distance between the variables' mean, median, and mode was quite far. if the central tendency parameters correspond to the CEFR standard in Table 1, surprisingly the parameters of the freshmen students' listening proficiency belong to the B2 level and the reading proficiency belongs to the B1 level. The first impression of students' achievements looked so satisfying and a good signal of their English language proficiency due to this score was their first trial of UTEP. This satisfying result must be accompanied by looking further at its data distribution for drawing a more accurate and legitimate conclusion.

The data distribution is described through the data set range, standard deviation, skewness, and kurtosis. Based on Figure 2, the comparison between the range of listening and reading scores showed a slight difference. It was about 10 points gap. This range gap is not considered a critical element. However, the minimum and maximum scores between the listening and reading scores appeared appalling. The minimum score on the reading proficiency test showed displeasing and it became an important finding.

Reviewing the standard deviation of the distribution counting, the listening and reading scores exhibited close numbers. This means the flatness between the listening and reading score curves is similar. Further, the standard deviation also presented homogeneous or approximately equal data because the difference between both standard deviations was slight. Finally, standard deviation showed how the scores clustered together or scattered. It is known that the slight difference between the variables' standard deviation showed the scatter pattern of the scores resulting from similar distribution. However, if it corresponded to the range and its minimum scores of both variables, it indicated the existence of outliers. Outliers are extremely low or high values that considerably affect the range of the data set (Mahmood et al., 2017).

Skewness values indicated the variables' amount and direction of the data set variation. Through skewness values, the distributions could be indicated by bulking on which side of the mean. It helped for portraying the majority of students' achievements. Following the rules of thumb in skewness mentioned in Mahmood et al. (2017), the skewness of the listening score was valued as moderately negatively skewed because it lay between -0.5 to -1. On the other hand, the reading score skewness score was valued as an approximately negative skew because it lay between -0.5 to 0.5. Therefore, the major position of the students' listening proficiency was above the mean score, on the other hand, the student's reading proficiency score was nearly close to the mean score.

Kurtosis is a parameter that describes the shape of the data set distribution. Kurtosis is valued into three types, those are leptokurtic, mesokurtic, and platykurtic (Mahmood et al., 2017) which show the shape of the curve peak with a standard distribution having a kurtosis value of 3. In Figure 2, both of the variables' kurtosis values were smaller than 3 meaning the curves created were platykurtic. Platykurtic shows that the data distributed in the curve tail is heavy, therefore the peak of the curve is not high. However, the value of the listening score kurtosis was higher than the reading score. It reflected that the peak of the listening score was higher and the data distribution density was close to the peak of the curve. It reflected that most students' listening scores were scattered near the peak and left few numbers on both tails. On the other hand, the reading score kurtosis showed the data distributed approximately equally resulting in low peaks and heavy tails. It showed the students' reading proficiency distribution was approximately equal among those who got the low score to those with high ones.

The second question raised in this work was to investigate the relationship existing between listening and reading comprehension reflected in UTEP scores among university freshmen students. If exist, how strong is the correlation between listening and reading comprehension? Investigating the existence of listening and reading comprehension correlation reflects the interrelatedness of each test

section successfully assesses and interprets the degree of a student's ability as a university standardized test in the English language. Standardized tests are tests written by professionals in the related field or exams prepared by specialized organizations of professional exam organizers (Irdiyansyah & Rizki, 2018). Standardized tests are part of the science of evaluation and have been used worldwide including in Indonesia, especially in the field of education. It aims to measure the ability of students from a cognitive perspective.

The standardized tests must pass their standard as assessment tools. A test should comply with these four characteristics of testing: validity, reliability, difficulty, and test distinguishing (Morales & Fernández, 2019; Nurdiansyah & R. Abdulrahman, 2020). The goals of tests are: 1) assessing what students know and can do, 2) enhancing instruction, and 3) assisting students in achieving higher academic goals. Further, the ultimate goal of standardized testing is standardization. It provides a standard for comparison. Standardized tests are designed to assess and then compare the abilities or abilities of different groups of people. Therefore, standardized tests must represent the domain of knowledge, be reliable in format and scoring, and be consistent in test conditions (Zucker, 2003).

Correlation statistics is known as a technique used to measure and describe two variables; they are simply observed as they naturally exist in the real environment. Pearson's product-moment coefficient was used to measure the degree of a linear relationship and was used with the ratio data type. The correlation degree or the correlation coefficient was calculated using the rule presented in Figure 4. The analysis and counting process was handled through SPSS version 26 and Microsoft Excel as the triangulation instrument.

$$r_{XY} = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - \left(\sum X\right)^2}\sqrt{n\sum Y^2 - \left(\sum Y\right)^2}}$$

Figure 4. Pearson Correlational Rule

In the hypothesis testing process, the H0 and H1 were already designed as follows; the null hypothesis is no relationship between freshmen students' UTEP listening and reading comprehension. While the alternate hypothesis is a relationship exists between freshmen students' UTEP listening and reading comprehension. The null hypothesis is rejected if the significance value of the p-value < 0.05 or less than 5%.

Correlations

		Listening	Reading
Listening	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
	N	863	863
Reading	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	863	863

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 5. SPSS Correlation Calculation Result

	Listening Score	*Reading Score*
Listening Score	1	
Reading Score	0.764	1

Figure 6. Microsoft Excel Calculation Result

Based on the results of both the SPSS and Microsoft Excel outputs above, it was found that the significant value was 0.00 or below the criteria of 0.05 to negate the null hypothesis. The alternative hypothesis of there is a relationship exists between freshmen students' UTEP listening and reading comprehension was accepted. The Pearson correlation coefficient value calculation results of SPSS and

Microsoft Excel for freshmen students' UTEP listening and reading were 0.764. The value showed that the relationship between the variables was a strong positive relationship. Even though the correlation coefficient showed a high value but the accuracy of one variable predicting another variable was to square the correlation value or the correlation of determination because it measures the proportion of variability in one variable that can be determined from the relationship with another variable (Hadi, 2018; Mahmood et al., 2017). Therefore, the correlation of determination was 0.584 or 58.4% accuracy.

IV CONCLUSION

In conclusion, based on an investigation of the descriptive and correlational statistics of the data set, it is known that the comparison of central tendency values, i.e., mean, median, and mode, between listening and reading scores showed freshmen students' UTEP listening proficiency generally tends to be higher than the reading proficiency; the comparison between the range of listening and reading score showed a slight value difference. However, the minimum and maximum scores between the listening and reading scores appeared appalling; the standard deviations of both variables were approximately equal but if they corresponded to the range and its minimum scores of both variables, it indicated the existence of outliers; the skewness showed the major position of the students' listening proficiency was above the mean score, on the other hand, the student's reading proficiency score was nearly close to the mean score; the kurtosis reflected that most students' listening scores were scattering near the peak and left few numbers on both tails. On the other hand, the reading score kurtosis showed the data distributed approximately equal to that resulting in low peaks and heavy tails. It showed the students' reading proficiency distribution was approximately equal among those who got the low score to those with high ones.

The correlation coefficient obtained through SPSS and Microsoft Excel calculation was 0.764. Both software demonstrated corresponding results. This showed that the relationship degree between freshmen students' UTEP listening and reading proficiency scores was positive and strong. This means that students who get high reading comprehension scores also get high reading comprehension scores and vice versa with the correlation of determinant 58.4% accuracy.

This research report is positive and could be followed up with further inquiries to get a broader knowledge of 1) further investigation UTEP issues in a qualitative manner; 2) further development of institution-based standardized assessment, especially UTEP, and a deeper understanding of correlating the role of each assessment section; 3) investigation regarding the outliers qualitatively could significantly reveal new insight. Finally, this report could be used for further consideration for stakeholders in developing teaching strategies for the batch and evaluating the current UTEP for encouraging better tests and continuous improvement to enhance graduates' English language proficiency and accomplish the expected output.

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POLITENESS STRATEGIES ANALYSIS IN *TWO DISTANT STRANGERS*

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Abstract

The effort to satisfy someone else's face or public self-image refers to as a politeness strategy in linguistics (Brown & Levinson, 1987). These strategies are used in everyday communication. Aside from using politeness strategies in daily life dialogues, politeness strategies can also be seen in films. The object of this study is the script of a short film on Netflix entitled Two Distant Strangers. There are three key characters in the film, Carter, Merk, and Perri. This research aims to discover the types of politeness strategies utilized by the characters in Two Distant Strangers and the sociological factors that influence the use of politeness strategies in the short film. This research employs the pragmatic approach and qualitative methodology. The analysis, result shows that all characters in Two Distant Strangers implemented four types of politeness strategies. The characters' utterances demonstrated a relationship between politeness strategies and related sociological factors. Bald on-record is the most frequently used strategy as Merk, the character who acts as a police officer, believes he is more powerful than the other characters. The sociological factor of high to low power plays a part in why Merk is not hesitant to ignore other characters' faces and command them as he likes.

***Keywords**: politeness strategies, sociological factors, utterance*

I INTRODUCTION

Politeness strategies are necessary for achieving healthy interpersonal relationships that adhere to societal norms. Politeness is most likely a prerequisite for human cooperation in general (Brown, 2015, p. 326). It is essential for humans' social life. One of the social norms in society is being kind to everyone. People who follow that social norm will attempt to make their interlocutors feel appreciated or respected. As a result, when speaking with other individuals, people will try to be more polite and considerate. They will need to apply politeness strategies to make that attempt. In pragmatics, politeness does not denote to how people act in public. It refers to how a person arrange its language use and linguistic expressions so that it is able to give space and depict a friendly attitude to the interlocutors (Cutting, 2002, p. 45).

According to linguistic theory, being courteous involves trying to satisfy someone else's face or public self-image. The dangers to a person's self-image are lessened using politeness strategies. Humans view the wants on each other faces as fundamental desires that all members of society are aware of and that, generally speaking, it is in everyone's best interests to partially satisfy (Brown & Levinson, 1987, p. 62). Brown and Levinson (1987) identified the four categories of politeness strategies: bald on-record, positive politeness, negative politeness, and off-record.

Brown and Levinson (1987) also mentioned that sociological factors may be considered in all cultures when determining how serious a face-threatening act is. Sociological factors are the underlying variables that affect how one uses politeness strategies. This theory is utilized to see if the characters' sociological factors influenced the character's use of politeness strategies.

Politeness strategies are utilized in many facets of human communication. The politeness strategies' utilizations in daily life are essential because if humans did not learn strategies to defuse conflict and confrontation, social connections would be challenging to establish and maintain (Yule, 1996, p. 106). How people express politeness will constantly evolve over the years; for example, the usage of respectfully polite titles like Miss, Mrs., and Mr. is declining, while the use of given names, particularly familiarized forms of given names like Sam, Sue, and Bill is increasing (Leech, 2014, p. 297). Leech observed that phenomenon from real-life events. In addition to paying attention to politeness strategies in casual conversation, people can also analyze politeness strategies in films. Films usually depict conversations that occurred in the real world accurately. In light of this, it is essential to study films because they can be used as a tool to enhance people's knowledge about politeness strategies.

People can stream films online right now through the internet. One of the most well-known over-the-top (OTT) streaming services is Netflix. People can watch television shows, films, series, and much more on Netflix. *Two Distant Strangers* is one of the short films available on Netflix. The dialogue in this movie depicts how one's characteristics affect the words chosen in the conversation. This

phenomenon is the reason why *Two Distant Strangers* was chosen as the object of the study. Carter, Merk, and Perri are its three primary characters. The narrative's protagonist is an African-American man called Carter. He repeatedly wakes up in Perri's apartment in the same scene, in which a white police officer named Merk kills him.

Numerous instances of politeness strategies in *Two Distant Strangers* demonstrates the influence of human characteristics on language use. For example, when speaking to Merk, Carter used the word "sir," whereas Merk often addressed Carter with command words like "Get down!" The use of various tones in the characters' utterances is intriguing to examine. The aim of this paper is to observe how the characters' utterances preserve or jeopardize each other's positive or negative faces.

This research focuses on the politeness strategies all characters apply in *Two Distant Strangers*. It has two objectives. The first is to discover the politeness strategies used by the characters in the short film, and the second is to identify the sociological factors that influence the type of politeness strategies utilized by the characters. In every utterance that contains the kind of politeness strategies, the sociological factors always entail. Those factors are the primary motivations behind people's utilization of politeness strategies. Therefore, this research will also look at how the types of politeness strategies relate to the sociological factors evident in the dialogue of the characters in the short film.

Numerous researches about politeness strategies have been conducted. Maros and Rosli (2017, pp. 132–149) investigated the politeness strategies applied in selected tweets on Twitter posted by Malaysian females who studied the English language. The findings stated that negative politeness strategy is the least common and positive politeness strategy is the most common. Their observation demonstrates how female Twitter users are conscious of the damage they could do on an online platform. Hence, they employ politeness strategies to decrease their threat to other users. In addition, Jeanyfer and Tanto (2018, pp. 137–145) discussed politeness strategies in text messages. The findings suggested that when people text someone with more power, they frequently employ negative politeness to avoid making a threat or imposing their will on the listener. If a higher-ranking sender is texting with a lower-ranking receiver, the sender will employ a bald on-record to accomplish the communication's goals. They also discovered that when people are texting with someone on an equal level, they frequently mix up the types of politeness strategies.

The application of Brown and Levinson's concept (1987) of politeness strategies is what links the previous articles to this one. As a result, the data analysis performed by Jeanyfer and Tanto (2018) and the analysis of the first research objective in this article are the same. Both Maros and Rosli's article (2017) and this article use similar data classification systems. The object is what distinguishes this research from the other two research. Maros and Rosli (2017) chose the data from Twitter updates, whereas Jeanyfer and Tanto's research (2018) focused on the requests made in apps like WhatsApp and Line. Social media is the source of the data for both publications. On the other hand, this research draws its data from the utterances made by the characters in a short film streamed online. Another difference is that the data from Maros and Rosli (2017) are from non-native English speakers, and Jeanyfer and Tanto's data (2018) is in Indonesian, while the data in this article is in English and from native English speakers.

To sum up, this article is different from the ones that have been described previously. It uses the same theory and adapts the data analysis approaches used in the two related journal articles. Nevertheless, this article can still deliver new information since no other articles have examined the politeness strategies applied in *Two Distant Strangers*. Hence, when other researchers want to conduct further research, they can use the results of this study as a comparison to other articles. Lastly, this research can comprehensively help to understand politeness strategies by implementing the theories in dialogues in a short film.

II RESEARCH METHOD

This journal article used utterances in Two Distant Strangers as its data. This study used qualitative method because the datum dealt with words and their contextual meaning and would be analyzed descriptively. Furthermore, the context of the utterances that could affect the meaning of what the characters stated had to be considered to understand the politeness strategies employed by the characters in that short film. Because pragmatics is the study of contextual meaning (Yule, 1996, p. 3), the pragmatic approach is ideal for this research.

To comprehend the plot, the data was gathered by listening and watching *Two Distant Strangers*. The next step is transcribing the short film's script. Then, the following step is observing and selecting the utterances that applied politeness strategies. To address the first research objective, the initial step of

the analysis was to examine and categorize the characters' utterances into four different politeness strategies according to Brown and Levinson's theory (1987). The final step was to analyze the sociological factors to address the second research objective and to assess the connection between politeness strategies and sociological factors.

III RESULTS AND DISCUSSION

Ninety-four data were identified from the characters' utterances in the short film. This section consists of analyzing and explaining some of the data.

3.1 THE TYPES AND THE SOCIOLOGICAL FACTORS OF THE CHARACTERS' POLITENESS STRATEGIES

The table below shows the distributions of the types of politeness strategies utilized by Two Distant Strangers' characters.

Table 1. The Findings' Summary of the Types of Politeness Strategies

No.	Types of Politeness Strategies	Frequency
1.	Bald on-record	37
2.	Positive politeness	35
3.	Negative politeness	12
4.	Off-record	10
Total		94

The findings on the various politeness strategies identified in the characters of the short film entitled Two Distant Strangers are summarized in the previous table with a total of 94 utterances. The table shows 37 utterances were categorized into bald on-record, 35 utterances into negative politeness, 12 utterances into negative politeness, and 10 into the off-record strategy.

The characters in Two Distant Strangers applied all four types of politeness strategies without any exception. The analysis of the data for each type can be seen in the following section:

3.1.1 BALD ON-RECORD

37 utterances applied bald on-record strategy with several sub-strategies. There are task-oriented, have great urgency/desperation, sympathetic advice/warning, farewell, and invitation. The examples are as follows:

Dialogue 1

Perri: **Hey, uh, you wanna go out and get some food or something?** There's this new Jamaican brunch spot that just opened up down the block.

Carter: Did you wash your hands?

(P/BOR/02:23)

In this dialogue, Perri applies a bald on-record strategy in the form of invitations. Here, Perry as the speaker, requested the hearer, Carter, to do something, which is to eat together with her in a Jamaican brunch spot. Despite the unrelated response she got from Carter, Perry invites Carter using a direct and clear expression.

Despite only having met the previous evening, the social distance between Perry and Carter gets smaller due to Perry's ability to command Carter to do something. Because Perry views Carter as her lover, she considers that she has an equal level of power to Carter. This dialogue has a high rank of imposition because the invitation could threaten Carter's negative face as the hearer. Perri imposes the need for service by asking Carter to go with her.

Dialogue 2

Perri: **Go home, boy**.

Carter: I'll, uh, call you?

(P/BOR/03:47)

The above conversation shows that Perri utilizes a bald on-record strategy in the form of farewells. Carter and Perri had a brief discussion before Perri bid Carter farewell by stating, "Go home, boy." Here, Perri insisted that it was okay for Carter to leave her. There is minimal chance for Carter to threaten Perri's positive face by being allowed to depart. This is the implementation of a bald on-record strategy in a case of a non-minimization face threat.

In this dialogue, it can be seen that Perri uses an informal way to say goodbye. There is a close social distance between the speaker and the hearer. Perri sees Carter as someone that is on the same level as her. Therefore, the power is equal in dialogue 2. The rank of imposition is low because her utterance requires Carter to give neither service nor goods.

Dialogue 3

Carter: **You know, uh, you got a nice place. You should get this fixed, though**.

Perri: Mmm-hmm.

(C/BOR/03:58)

Carter's utterance here is applying bald on-record strategy in the form of sympathetic advice. As the speaker, Carter conveys that he cares about Perri as the hearer. He is advising Perri to fix the display on her apartment door. He softens the advice by complimenting her place first, but he still says the advice in a direct and clear expression.

At this point in the short film, Carter and Perri are more comfortable. Thus, the social distance in this dialogue is close. The power is equal since Carter dares to give Perri a piece of advice in a non-forcing way. The rank of imposition here is high since it may impose Perri's negative face, and it requires a service, which is fixing the display on her apartment door that almost falls off.

Dialogue 4

Merk: **Put the bag down and step against the wall for me.**

Carter: What? I'm good actually, man.

Merk: I'm not good.

Carter: Listen, man.

Merk: **Give me the bag, get against the wall.**

(M/BOR/06:44)

Merk applies a bald on-record strategy in this conversation in the form of a task-oriented. Here, Merk is threatening Carter's face with his request and command. Since commanding Carter to do certain things is his primary concern, he ignores Carter's face wants. Merk is also confident that Carter will not object, so there is no need to reduce the face-threatening act.

Viewed from their race, the social distance in this conversation is far. Merk, a white man, believes he has more power than Carter, an African-American man. The speaker and the listener have a high to low power ratio. Merk has higher and stronger authority because he is a police officer. His line of work gives him the power to command and control others. The level of imposition is high because Merk's comments endanger Carter's negative face.

Dialogue 5

Perri: **My hands! You can see my hands! What do you want me to do?**

Merk: Knife!

(P/BOR/13:00)

The statement made by Perri in this instance exhibited great desperation and applied the bald on-record strategy. She was stunned and startled when the police rushed into her apartment. This situation makes her anxious. She spoke straightforwardly due to her anxiousness since she knew that if she were to change her tone. It would lessen the impression of her desperation. She instantly displays her conformity by employing a bald on-record strategy since she is frightened of being shot.

In this dialogue, Perri indicates that she considers Merk someone with higher power than her. Thus, this dialogue has low to high power. Estimated by their race and occupation, their social distance is far because they have different social statuses. Merk is a white police officer, while Perri is an African-American civilian. The rank of imposition is low because Perri's utterance does not threaten Merk's negative face.

Dialogue 6

Merk: **Get down!**

Perri: Breathe! Oh, my God.

(M/BOR/13:11)

Merk's command in dialogue 6 employs a bald on-record strategy in the form of great urgency. Merk knows that maximum efficiency is critical to ensure that Perri and Carter follow the command to "get down" directly. There is no need to redress his utterance because adding the word "please", for example, will decrease the communicated urgency.

The relative power in this dialogue is from high to low since Perri cannot impose Merk's plan. She does not have any other choice other than to comply. The social distance is far because of the different social statuses. The rank of imposition is high because Merk's utterance threatens Perri's negative face, which is the freedom of action. She does not have freedom because she must follow Merk's command.

3.1.2 POSITIVE POLITENESS

35 utterances applied positive politeness strategy with several sub-strategies. There are jokes, notice to a hearer, in-group marker, seek agreement, promise, intensify interest to a hearer, and avoid disagreement. The examples are as follows:

Dialogue 7

Carter: I was not gonna just leave.

Perri: I know. **Just fucking with you. Breathe.**

Carter: You got jokes.

(P/PP/01:58)

Perry uses humor to demonstrate a positive politeness strategy in dialogue 7. The most straightforward strategy to reduce face-threatening behavior is to make jokes. Her quips let Carter feel a lot more at ease because he was previously worried that he could offend Perry. Perry's humor strictly blocked any possible face-threatening act in this conversation.

The social distance in this dialogue is close because Perry tries to lessen the social distance by making jokes so that the conversation will flow effortlessly even though they had just met the night before. The rank of imposition is low because Perry's utterances do not threaten Carter's negative face. Perry puts herself in equal power to Carter because she jokes just like how people would talk to their friends.

Dialogue 8

Merk: **Everything all right here, fellas?**

Carter: Yes, sir. Everything is just fine. I almost bumped--

(M/PP/10:28)

In dialogue 8, Merk applied the positive politeness strategy in the form of in-group identity markers. The marker here is the address form "fellas". The use of that address form can claim solidarity between Merk and Carter. It will automatically satisfy Carter's positive face, which is to be accepted by other people.

The rank of imposition is low in this dialogue because Merk only asks a question that does not threaten Carter's negative face. Here, Merk intentionally puts himself on an equal level with Carter to ease the circumstance. Merk also lessens the distance between them by showing solidarity. Thus, the relative power is equal, and the social distance is close.

Dialogue 9

Merk: That's enough circus tricks. Give me the bag, step against the wall.

Carter: **Look, dude. I'm about to fuck your head up right now.** You see the corner? Cute couple about to kiss. Boom! Yoga girl about to take a selfie. Voilà. Skater kid right there, watch him eat shit in three, two…

(C/PP/17:41)

In this dialogue, Carter employs a positive politeness strategy by intensifying interest in a hearer. Here, Merk is going to lose interest in hearing Carter's tale. Then, Carter deftly persuades Merk to rejoin the conversation by telling "a good story" to convince him.

Seeing the circumstance, the relative power in the dialogue is equal because, currently, Carter does not consider Merk someone with a higher power. It can be seen by the word "dude" in his utterance. The rank of imposition is low because Carter's utterance does not require Merk to give either service or goods. The social distance is close because Carter used "dude" instead of "sir".

Dialogue 10

Merk: So, what do you want?

Carter: **Why don't you just take me home, man?**

(C/PP/20:01)

Carter's utterance in dialogue 10 here utilizes a positive politeness strategy by giving reasons. Carter implies that Merk can help him return to his home. It is his way of showing Merk what help is needed. This strategy will make Merk feel included in the situation and satisfy his positive face.

The social distance in this dialogue is close because the speaker and the hearer are cooperating. However, the rank of imposition is high since the utterance requires Merk to give a service, which is taking Carter to his home. The power here is equal since Carter dares to impose Merk's plan by asking for help.

3.1.3 NEGATIVE POLITENESS

12 utterances applied negative politeness strategy with a few sub-strategies. There are apologies and give deference. The examples are as follows:

Dialogue 11

Merk: Is that a cigarette?

Carter: Yes, it is.

Merk: But, it don't smell like no cigarette.

Carter: **With all due respect, the inaccuracy of your sense of smell is not my problem, sir.**

(C/NP/10:31)

Carter employs a negative politeness strategy, which is giving deference, in dialogue 11. Carter masks the offensiveness of the sentence's underlying meaning by expressing deference. "With all due respect" and "sir" are the words of deference. Carter boosts Merk's self-esteem and meets his desire to be considered as superior.

The dialogue between Merk and Carter above reveals a significant social distance. Carter distances Merk further by highlighting the formality of his statement. The rank of imposition is low because it does not harm Merk's negative face want. It also does not call for any services or goods from Merk. Carter thinks Merk has more power than he does. He believes that formal language is required. Hence, the relative power is low to high.

Dialogue 12

Merk: What?

Carter: **I am sorry, I…** What's the real reason you became a cop, man? Not that brochure bullshit.

(C/NP/22:00)

Carter applies a negative politeness strategy in this utterance by apologizing. Carter is sorry for laughing at Merk's answer to his questions earlier. By saying, "I'm sorry", he is expressing his unwillingness to impose on Merk's negative face want and somewhat redressing the impingement that jeopardizes Merk's face wants.

The relative power in this conversation is equal because Carter speaks to Merk like how friends communicate with each other. The social distance has shrunk because they have been talking several times. Thus, the distance between them becomes close. The rank of imposition is high because Carter imposed Merk's negative face by forcing him to answer his question honestly.

3.1.4 OFF-RECORD

This strategy is the most infrequent. 10 utterances applied the off-record strategy. The examples are as follows:

Dialogue 13

Carter: Listen. Some people do commit crime. **But what choice do they have, when white people are born on the third base and niggas outside the stadium?**

Merk: Boo-hoo.

(C/OR/22:51)

Carter applies the off-record strategy as a rhetorical question in dialogue 13. Carter's query has an implied response that can be utilized to commit a face-threatening act. Carter does not expect an answer to the question that he uttered. It only functions as Carter's way to refute Merk's racial bias theory and highlight the disparity between white and African-American people.

Due to Carter's acknowledgment of their disparate racial backgrounds, there is a significant far social distance in this conversation between Merk and Carter. Carter does not show any sign of deference. Thus, the relative power is equal. Because Carter's statement may impose Merk's negative face want, the rank of imposition is high.

Based on the discussion, the results suggested that the characters in Two Distant Strangers apply all four categories of politeness strategies. Merk typically employs a bald on-record strategy to give people his orders in a straightforward manner. Carter dominates both the positive and negative politeness strategies. When he speaks to Perri, he often utilizes positive politeness to hasten intimacy. When speaking with Merk, Carter employs negative politeness to show respect. All characters apply the off-record strategy. It demonstrates how the off-record strategy may be involved in any circumstance to give speakers a way out if they mistakenly or purposely do anything that puts their face wants in danger.

The findings also showed that various things influence the three sociological factors. The characters' race has a significant impact on social distance. Carter, an African-American man, constantly tries to fulfill Merk's demands because he feels inferior to Merk. He makes an effort to stay out of trouble by being courteous. To Perri, because they have the same race, he sees himself as equal to her. The occupation and the ability to impose on each other's plans impact relative power. Merk has a distinct advantage over the other characters because he is a police officer, whereas the rest are just mere civilians. The degree of interference on the hearer's face determines the ranking of imposition. The utterances said by the characters, such as what they demand, ask, and order from the interlocutors, influence the rank of the imposition.

IV CONCLUSION

From the analysis above, it can be seen that all characters in *Two Distant Strangers* implemented different politeness strategies. The most commonly utilized strategy is bald on-record and the least utilized is the off-record strategy. The characters' utterances also demonstrated a relationship between politeness strategies and related sociological factors. It has been established that every time a character applies a politeness strategy, the three sociological factors are always present. The most common social factors in bald on-record strategy are high to low power, far distance, and high rank of imposition. It is evident in the conversations between Carter and Merk since Carter has lower power.

The sociological factors that most strongly influence the positive politeness strategy are close social distance, equal power, and low rank of imposition. They are commonly exemplified in the conversation between Carter and Perri. It suggests that the characters use positive politeness as a strategy when speaking to someone who shares their social traits. Therefore, they are not concerned

about the interlocutor's power. Negative politeness is often applied when Carter talks with Merk, who is more powerful. It demonstrates how the characters use this strategy when they feel inadequate or must take great care to avoid offending the interlocutor. Off-record, the final one, is the most adaptable because the characters employ it when conversing with people who are either close or far in social distance.

Finally, it is suggested that other researchers look at various linguistic phenomena depicted in *Two Distant Strangers*. The other researchers might examine how the characters' violations of maxims caused the short film's conflicts. Researching this short film from various linguistic standpoints will undoubtedly strengthen one's comprehension of linguistic topics.

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UTILISING VARIOUS ONLINE DICTIONARIES TO IMPROVE THE ENGLISH DIPHTHONG PRONUNCIATION ABILITY OF THE PGRI PAYANGAN VOCATIONAL STUDENTS

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Abstract

The difference in the pronunciation system between English and Balinese, which is the mother tongue of the Balinese people, is often a problem. One of the most common types of pronunciation difficulties is the pronunciation of diphthongs in English. Pronunciation errors will certainly have an impact on misunderstandings during English communication.

Based on this phenomenon, this study is aimed at providing a solution to improve the ability to pronounce diphthongs in English, which is by utilizing various online dictionaries that are equipped with audio features. This solution is one of the options that can be done considering that currently, Balinese people are very close to technology, but some still are not able to fully utilize the dictionary in the network. The target of this study was the students of SMK PGRI Payangan Gianyar.

***Keywords**: diphthong, online dictionary, community service*

I INTRODUCTION

Even though Balinese people have studied English since elementary education level, English knowledge of Balinese, whether obtained from formal or informal education, still requires improvement. This is based on the difference between the English language system and the Balinese language. One of the most basic differences is the difference in the pronunciation system, including the pronunciation of diphthongs. The Balinese pronunciation system often affects the way Balinese people pronounce words in English, so the English pronunciation of the Balinese, especially diphthongs, is not perfect. This was shown in Puspani and Indrawati (2021) that took a sample of 75 students and found that 7 of the 8 types of diphthongs in English from the respondents could not be pronounced correctly. This occurred due to the respondents' lack of understanding of diphthongs on one hand. On the other hand, the spelling of words in English that have not been mastered well. The result was many respondents pronounce the diphthongs in English like the pronunciation of diphthongs in their mother tongue. Errors in pronouncing words, especially English words that contain diphthongs certainly has an impact on misunderstandings in spoken English communication.

There are several ways that Balinese people can do to improve their English skills, especially word pronunciation. The solution includes taking English courses, but this method is seen as less effective for most people. English courses are often only considered suitable for students who indeed spend most of their time studying. In addition, course institutions are usually located in the city center so they are less affordable for rural communities. Therefore, people in the productive age range, often do not have free time to be able to take courses. As a result, cost constraints are also one of the factors that discourage people from taking non-formal education to improve their English skills.

On the other hand, the need to master English in international tourism destinations and the demands of the times are unavoidable. Therefore, we need a practical solution that can be done by all Balinese people to be able to improve their English skills, especially the ability to pronounce words. Based on this situation analysis, there are two problems discussed in this study: 1) students of SMK PGRI Payangan Gianyar have difficulties in pronouncing vocabulary in English, especially diphthongs, 2) the use of various dictionaries on the network able to help students of SMK PGRI Payangan Gianyar improving their pronunciation skills.

II METHODS

2.1 TEACHING ENGLISH PHONETICS AND PHONEMICS

The English Phonetics and Phonemics teaching program was the first step taken in this study. As described above, providing students with a basic understanding and knowledge of the English pronunciation system was very important before students were introduced to several online dictionaries with audio features that could help students learn English pronunciation independently.

2.2 SOCIALIZATION OF VARIOUS ONLINE DICTIONARIES

After providing an initial understanding and knowledge of the different English phonological systems from Balinese, the next program was to introduce students to various online dictionaries that could be used to improve their English pronunciation skills.

The implementation of the two programs in this study used the lecturing method. This method was considered very suitable considering that this program emphasized improving students' English skills, especially pronunciation skills. In addition, in the implementation of the program, the provision tutorials were carried out to provide guidance to students in utilizing various online dictionaries as well as existing features, conducting discussions, and exercises.

The approach used in this study was a communicative approach which was carried out by emphasizing the element of communication in order to enhance the community towards the desired progress. In this activity, the target community was given a basic understanding and knowledge of the English pronunciation system and then introduced to various online dictionaries. By implementing these programs, it was hoped that the target community, namely the students of SMK PGRI Payangan, Gianyar had a better knowledge of the English pronunciation system and able to consult the media that could help them to improve their skills, which could be accessed anytime and anywhere.

III RESULTS AND DISCUSSION

3.1 THE ENGLISH DIPHTHONGS

Pronunciation is referred to as the production of the English sounds as mentioned by Cook (1996 as quoted by Pourhose in Gilakjani, 2016). Pronunciation is learned by repeating sounds and correcting them if they are pronounced incorrectly. When students start learning pronunciation, they start creating new habits and adjust the problems that come from their mother tongue. This is due to differences in the sound system of the two languages.

Roach (1983: 19) defines diphthong as a glide from one vowel to another. Vowels that do not go through a movement or glide are called pure vowels, and one of the general pronunciation problems for English learners is to replace the diphthongs by pure vowels. Roach (1983: 19) classified the English diphthongs as described in the following diagram:

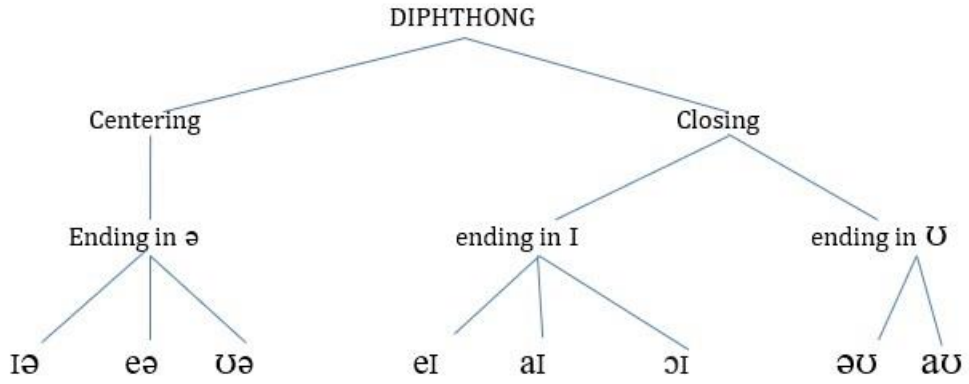

Figure 1. Diphthongs classification by Roach (1983: 190)

Kelly (2000:34) claims that a simple description of a diphthong is a mixture of vowel sounds. He also stated that there is a movement from one pure vowel to another and that the first vowel pronouns longer and louder, but not for all languages. This makes frequent mispronunciations in English learners. Similar to Roach, Kelly also mentions that English language has eight diphthongs. Kelly (2000:37)

exposes that the aim of discussing sounds separately in class is to assist students pronouncing certain phonemes that have an impact on speaker communication and understanding.

3.2 THE RESULT OF THE STUDY

The result of the questionnaires distributed to the students during the study conducted at SMK PGRI Payangan are presented in the graphs below:

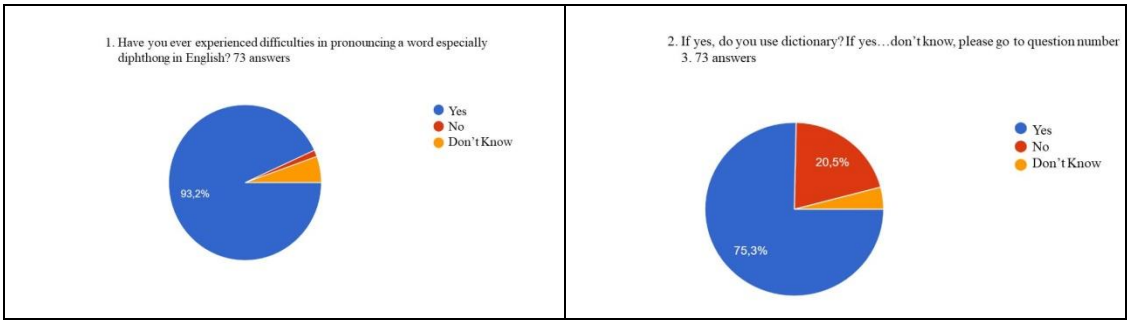

Figure 2. Graphs on the results of questions 1 and 2

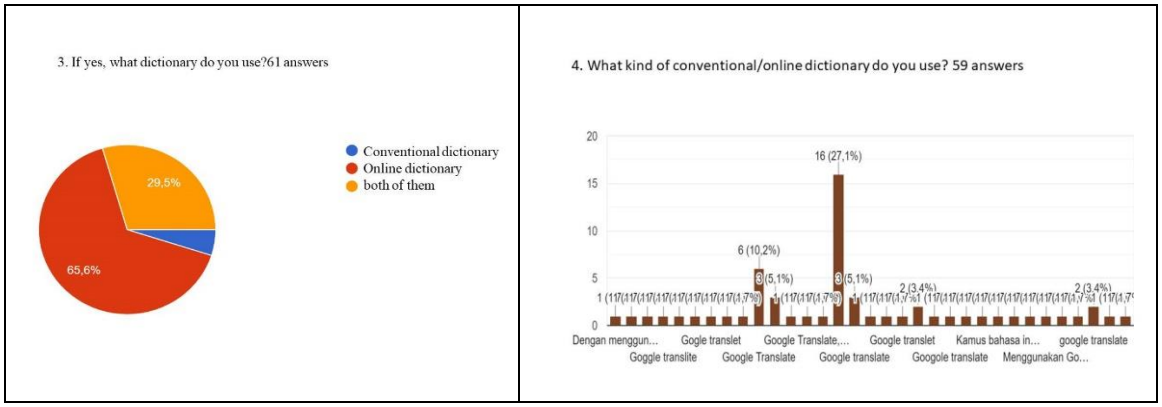

Figure 3. Graphs on the results of questions 3 and 4

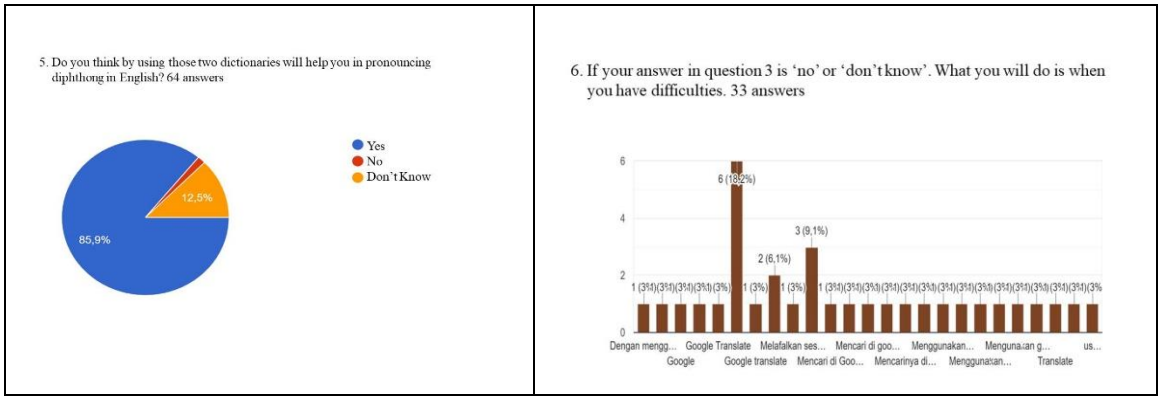

Figure 4. Graphs on the results of questions 5 and 6

Based on the responses obtained above, it can be concluded that most of the students at SMK PGRI Payangan Gianyar, namely 93.2%, still have problems in pronouncing words in English, especially in the pronunciation of diphthongs. In facing these obstacles, 65.6% of students used a dictionary to help them pronounce words in English. The figures were obtained from the result of the questionaries being distributed to the students. The question being asked related to their experience in facing difficulties in pronouncing diphthongs as stated in the picture 2 of the graph showed 93.2% having difficulties.

Picture 3 of the graph, shows the result of the questionnaires that 65.6% of the students used dictionaries in helping them to pronounce English diphthongs. However, the only application that is known to students of SMK PGRI Payangan is google translate. These students only used google

translate, despite the fact there are various other online dictionaries that can be used to improve pronunciation skills and provide more accurate results, such as the Oxford dictionary, Cambridge dictionary, or Merriam Webster dictionary, which are also available in the network.

3.3 THE SIGNIFICANT OF THE STUDY

The result of the questionnaires on the significant of study to the students SMK PGRI Payangan are presented in the graphs below:

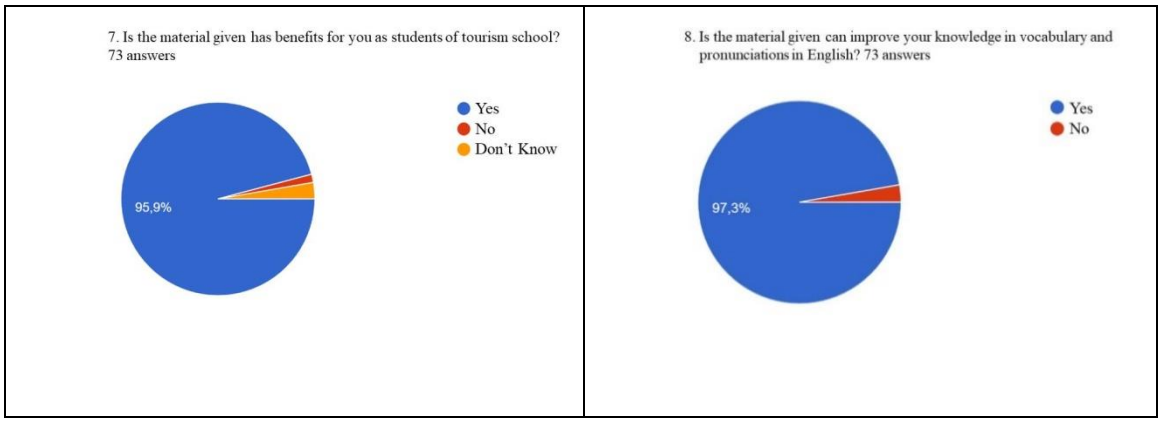

Figure 5. Graphs on the results of questions 7 and 8

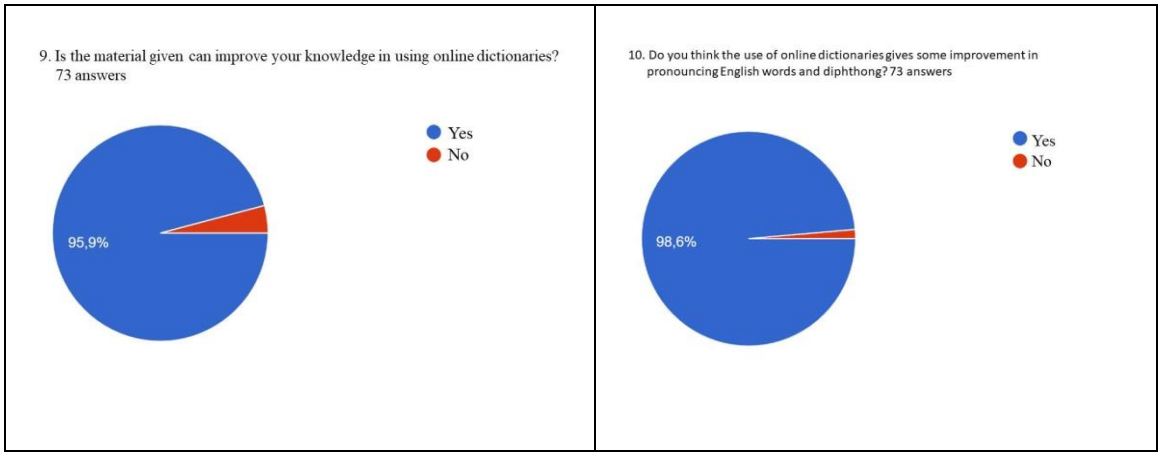

Figure 6. Graphs on the results of questions 9 and 10

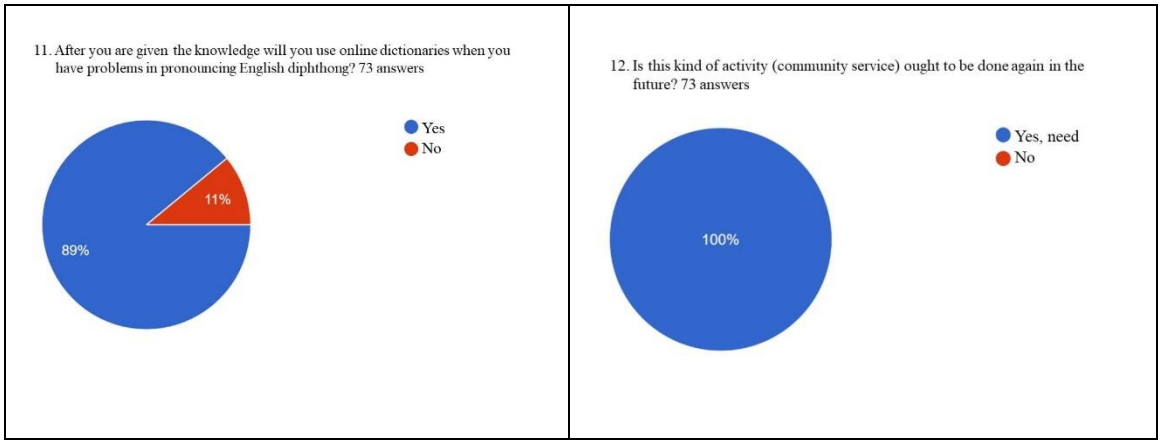

Figure 7. Graphs on the results of questions 11 and 12

This study was carried out in two activities, namely the introduction of diphthongs in English and the use of online dictionaries. The students of SMK PGRI Payangan realize that the materials presented were able to help them and provide a new understanding of how to pronounce vowels in English. It also

enriches their knowledge and understanding of the use of various online dictionaries that they can use in learning to improve their pronunciation skills in English. All respondents in this activity think that similar study need to be carried out again in their SMK.

IV CONCLUSION

Based on the findings in 3.2 and 3.3, it can be concluded that the students of SMK PGRI Payangan Gianyar still have difficulties in pronouncing vocabulary in English, especially diphthongs. Therefore, we need a solution to overcome the difficulties experienced by students, namely by providing an understanding of English diphthongs and introducing various online dictionaries that can be used in the learning process to improve students' pronunciation. After the study was carried out, the students of SMK PGRI Payangan increased the understanding of pronouncing diphthongs. By utilizing various online dictionaries, they were also able to improve their pronunciation skills to be more accurate.

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THE USE OF GAME-BASED LEARNING IN TEACHING ENGLISH VOCABULARY FOR JUNIOR HIGH SCHOOL STUDENTS': TEACHER PERCEPTION

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Abstract

This article aims to determine the teacher's perception of the implementation of based learning game in teaching vocabulary to junior high school students. The research method used in this research is descriptive qualitative. One teacher from each of the three types of SMP in Madura; Mts. Nahdlatut Thullab Omben, SMPI An-Nidhomiyah Pamekasan, and Mts. An-Nur Dharma Camplong participated in a semi-structured interview. Data collection was done through interviews, observation and documentation. Five questions are submitted in Indonesian to make it easier for participants to comprehend and respond them and then transcribe to collect data. It the results of this research are positive perceptions with teachers of the use of game-based learning as a medium for teaching vocabulary. They also agreed that game-based learning is feasible to increase vocabulary of students because There are further benefits. regardless of the challenges they face.

Keywords*: learning vocabulary, game-based learning, in term of teachers*

I INTRODUCTION

Vocabulary is an important language component for English language learners since it plays a vital part in the development of the learner's English mastery. It is necessary to teach vocabulary to language learners, that is an essential aspect of learning a foreign language (Alqahtani, 2015:21). Learners' English proficiency can be enhanced by acquiring a large vocabulary, which they can then utilize to comprehend and communicate well in English. wealthy vocabulary enhances thinking so as to enable students communicating in an appropriate and interesting way (Webber, 2015:9). Despite its significance, vocabulary isn't the only thing that matters, it looks that instructing in English will face some challenges, notably in the area of vocabulary. Despite their poor comprehension and lack of vocabulary, seventh graders were shown to be less interested in studying English. Because the students found it difficult to observe the educational process, the teacher instructed them in Indonesian as the primary language (Kumalasari, 2018:26).

The fact that the relevant research mentioned above appear to contradict another truth, namely that language may be taught through the use of some educational medium. Students can gain vocabulary not only by memorizing or reading sources, but also by having fun, laughing, conversing, walking, watching a movie, playing a game, or listening to music. Vocabulary instruction can be done in a variety of ways, including learner training, mnemonics, word cards, and soon (Thornbury, 2002:67).

In addition, game is a good strategy to make the students understand to learn English vocabulary. The game can make students pleased and interested in learning vocabulary. A game is an activity that uses elements of fun, relaxation, and enjoyment to drive students to simply and cheerfully recall vocabulary (Mawaddah, 2010:23). Games give pupils with language meaning that they may emotionally feel rather than just studying about it (Wright, Betteridge, & Buckby cited in Islahiyah, M. 2018).

Examining students' perceptions on vocabulary teaching media is also important because it will help to improve the procedure for learning and vocabulary competency. (Marzano, 2020). As a result, the researcher wishes to undertake a study to find out how teachers feel about using based learning game as a teaching tool for junior high school pupils. The research question of this study is "How do EFL teachers feel about utilizing games to teach vocabulary to junior high school students?" On the basis of the study question, the goal of this study is to figure out why teachers think the way they do. in the direction of using game-based learning as a vocabulary learning tool.

This research in general aims to introduce Game-Based Learning as an educational innovation that can be a solution acceleration of student learning adaptation. Through this research, it is expected to produce learning adaptation innovation implemented by teacher quicly and precisely so that it will increase students' interest in learning.

II METHODS

In this research, the researcher used descriptive qualitative because the researcher described the teacher's perception of game-based learning to teach vocabulary that the data gotten used observation, interview and documentation.

The analysis of the data used in this research is non-statistical analysis method by several steps: organize the data, choose the data to be a unit that can be managed by the researcher, reach for and get the data, find the important things that are studied, and decide what the researcher can tell other people.

III FINDINGS AND DISCUSSION

3.1 FINDINGS

The purpose of this study is to answer the following research question: " How do EFL teachers rate the effectiveness of employing game-based learning to teach vocabulary to junior high school students?" The following is a summary of the conclusions based on the data analysis.

3.1.1 IN TERMS OF TEACHER PERCEPTION ON THE USE OF GAME-BASED LEARNING

No.	Question	Answer		
		1	2	3
1.	What is the teachers' opinion about teaching vocabulary by using games?	"My Opinion, game-based learning can improve the quality of student learning in class. So that, they do not watch and just sit quietly when the lesson begins. So that teachers and students are actively involved in class.	Using game to teach vocabulary in junior high school is very effective and makes students more active and happier than using the lecture method.	Teaching by using game-based learning is very effective to improve students' English vocabulary.

Table 1: The use of Game-Based Learning

Game-Based Learning is effective and efficient, and it has numerous benefits and advantages that make it a valuable asset. If something is introduced in the learning process that helps individuals stay in the game for hours, the outcomes will be satisfactory and will become a new innovation. Therefore, the teacher can apply this game-gased learning to improve students' vocabulary. Learning with this game-based learning models is able to change the learning paradigm which was originally a teacher center to a student center. This learning model helps students build meaningful and effective learning stimulate their development by providing a pleasant learning experience. This fun learning experience will certainly have an impact on interest and motivation students.

3.1.2 IN TERMS TEACHER PERCEPTION ON THE ADVANTAGES OF USING GAME-BASED LEARNING IN VOCABULARY INSTRUCTION FOR JUNIOR HIGH SCHOOL STUDENTS

All participants agreed that using game-based learning to improve a student's vocabulary provides numerous benefits. Because games are a pleasant way to learn, they enhanced students' motivation to improve their vocabulary.

No.	Question	Answer		
		1	2	3
1.	What are the advantages of teaching vocabulary by using games?	"The advantage of game-based learning is that it can make students happy and they do not get bored to follow the lessons in class and	"Game-Based Learning Makes students more active and not sleepy when the lesson starts and also students are	"For teacher: easier to increase students vocabulary For Students: They can memorize new vocabulary without being forced to memorize it and

		also can improve students memory for the better and not easily forget the material that has been studied."	more enthusiastic to learn English."	make students more interested and more enthusiastic about learning English."

Table 2: The Advantages of using Game-Based Learning in Vocabulary Instruction

Students' passion and competitiveness rose as a result of game-based learning. Furthermore, it can help pupils develop their character, particularly in terms of responsibility when working as a team, because each student has a certain function to play in the group.

Another advantage of game-based learning is that it produced an engaging environment and increased student engagement with the learning materials. This method has its own charm for learning as well got nice feedback and useful and can also measure the level of understanding, train memory, self-reflection after learning, as well as triggering the spirit of learning so that students are more active and do not easily forget the lessons they have learned.

3.2 DISCUSSION

3.2.1 TEACHER PERCEPTION ON THE USE OF GAME-BASED LEARNING

The outcomes of this research discovered that, according to three teachers' perceptions, implementation-based learning game as a medium for learning vocabulary has a varied intensity. They use game-based learning more often than they use the lecture method. It's because they teach students in boarding schools. which has many activities other than the school itself, thus making them easily sleepy.

Furthermore, the three participants consensus that using a game-based learning to teach vocabulary is an effective method. It supports assertions that utilizing games to teach language is one technique to boost students' vocabulary by helping and encouraging them to pay attention. Wright, Betteridge, and Buckby (Wright, Betteridge, & Buckby cited in Islahiyah, M. 2018). Instructors' favorable opinions of utilizing board games for learning languages to assist students who are studying vocabulary were revealed in a previous study (Sasidharan & Eng, 2013), while the current study revealed instructors' favorable impressions of using various games in teaching vocabulary. Games, in a variety of forms and uses, assist teachers in helping pupils improve their vocabulary.

3.2.2 TEACHER PERCEPTION ON THE ADVANTAGES OF USING GAME-BASED LEARNING IN VOCABULARY INSTRUCTION

Three teachers took part agreed that learning through games helps students obtain vocabulary in both direct and indirect ways, and that the vocabulary will stick with them for a long time because they learned it while participating in collaborating on activities. This study discovered that games convey language meaning that students may emotionally feel rather than simply studying it (Betteridge, Buckby & Wright cited in Islahiyah, M. 2018).

The conclusions of this study were in line with those of other studies (Ramadhaniarti cited in Jubri, Moh. 2020) Students responded favorably to the use of based learning game for vocabulary education, according to the study. Based learning game according to the three teachers in this research, is a good teaching medium for expanding students' vocabulary since it brightened the classroom and kept students engaged in learning because the game was enjoyable, engaging, and demanding.

IV CONCLUSION

The interview revealed that, in the opinion of the teachers, game-based learning was an effective medium for junior high school pupils to learn vocabulary. Despite the fact that game-based learning for teaching vocabulary had numerous benefits, there were some issues with game production and student as well as a reaction to the games. Finally, everyone agreed that the advantages exceeded the disadvantages. The use of game-based learning to teach vocabulary to junior high school students can then be advised.

Teachers can use their creativity as a class instructor to engage pupils in vocabulary learning through simple games. To keep students from becoming bored, it could take the shape of games of matching, games with a difference, or other activities that are with relation to the class's current topic. When adopting game-based learning, teachers must still provide support to students, especially when

they are playing collaborative games, to ensure that all students in the group are equally engaged. When the games are finished, it's also a good idea to assess the learning outcomes.

The result of this research is useful for the other researchers who have the same field with this research, especially about teaching vocabulary.

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STRATEGY OF AUDIOVISUAL TRANSLATION ON *ENOLA HOLMES* NETFLIX MOVIE SUBTITLE

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Abstract

The article discusses translation strategies of audiovisual translation engaged with the movie on Netflix. The research concentrates on translation strategies involved in the AVT subtitle case of an adventure mystery genre in the *Enola Holmes* Netflix movie. It aims to know the relation of translation strategies with AVT concept. This is audiovisual translation research in a qualitative descriptive method, along with data collection of English and Indonesian subtitles of Enola Holmes Netflix movie. From the findings, it was found nine strategies were applied in translating the subtitle of Enola Holmes movie. The result reveals there are 825 strategies found in translating the subtitle text into Indonesian and the order from the dominant to the least from the total data which present in a classification with its percentage, they are condensation with 222 data (27%), transfer with 205 data (25%), paraphrase with 198 data (24%), deletion with 108 data (13%), expansion with 39 data (5%), imitation with 39 data (5%), resignation with 8 data (1%), decimation with 5 data (1%), and transcription with 1 data (0%). Additionally, all of the translation strategies are helpful to produce efficient subtitles and deliver the original message properly which also does not cross the line of the rules in AVT.

***Keywords**: Audiovisual Translation, Subtitles, Movie, Translation Strategy*

I INTRODUCTION

Audiovisual translation in screen playback offers two options which are subtitle and dubbing. Moreover, the transfer of speech into a written text in AVT also applies a process of translating from the source language into the target language in it. Caimi (2009) points out that the text in the subtitles needs to be edited, separated, and summarized so that it is easy to understand because there is usually an excess of space and time from the transcript of spoken words. Also, subtitles should not stay on the screen for more than six seconds.

Many official digital-streaming media service providers offer various entertainment, such as Netflix. According to Jenner (2018), Netflix's service in 2017 was available in 190 countries with more than 7.5 billion users, and 100 million followers. *Enola Holmes* movie is a Netflix film based on the Young Adult novel series by Nancy Springer. This adventure mystery genre movie tells the story of Sherlock Holmes' younger sister, Enola, who faces problems and solves the mystery of her missing mother. Altnoeder (2011) explains that hard-boiled detective fiction is one of the subgenres in which used to achieve the goal of solving mysteries that can be considered a challenge to the social order. This subgenre is related to Enola Holmes movie according to the storyline which tells the journey of the main character.

With the help of translation, it becomes a contribution to the film production so that audiences with different language backgrounds will be able to understand the storyline. Then, translators are expected to have strategies when doing translation in producing subtitles that are compatible with the audiovisual translation provisions. One of the requirements that the translator has to consider is the time limitation on the screen where subtitles are not allowed to stay for long on the screen at one time. On the other hand, the structure of one language is different from the structure of another language, it can be longer or shorter if it is translated.

1.1 SUBTITLING

Cintas & Remeil (2014) state that subtitling relates to clarity, readability, and transparent references. Indeed, good subtitles are when the audience reads them without realizing it. They also add that after assessing how much time and space is available for a particular translation and also after confirming some form of text reduction is required, the subtitle translator then moves on to the next stage; (1) eliminate what is irrelevant to the understanding of the message, and/or; (2) reformulate what is relevant in the shortest or necessary form as possible. Thus, translators must pay attention to clarity and relevance in transferring the source language to the target language in doing subtitle translation by doing some eliminations and trying not to change the original message under possible conditions.

1.2 TRANSLATION STRATEGY

Gottlieb (1992) explains that to assess quality in subtitling more specifically, translating a segment of a verbal film must be analyzed by paying attention to its style and semantic value. Gottlieb also guides translation strategies following these 10 strategies which already cover several different techniques used by professional translators. The strategies are (1) Expansion; (2) Paraphrase; (3) Transfer; (4) Imitation; (5) Transcription; (6) Dislocation; (7) Condensation; (8) Decimation; (9) Deletion; (10) Resignation.

II METHOD

It is audiovisual translation research employing qualitative descriptive methods. Nassaji (2015) explains that qualitative research is to identify recurring themes, patterns, or concepts that often involve an inductive data exploration further to be described and interpreted those categories. The data of this research is taken from the subtitle of *Enola Holmes* movie. For the research design, the writer uses content analysis. According to Ary et al (2002), content analysis relates to the context of analyzing and interpreting material recorded such as in films, tapes, textbooks, and other documents.

The data source is an English-Indonesian subtitle from Netflix Movie *Enola Holmes*. The data was collected by following several steps: (1) downloading the English and Indonesian subtitle files for the *Enola Holmes* film in srt format on https://subscene.com/page; (2) double-checking the subtitles of both languages, Indonesian and English, by matching the downloaded file with the subtitle of the *Enola Holmes* film on the Netflix platform. There are some steps in analyzing the data such as: (1) watching the *Enola Holmes* movie; (2) identifying the translation strategies involved using Gottlieb's (1992) theory; (3) grouping the data identified based on each translation strategy into a table; (4) elaborating explanations for the use of translation strategies on source text (ST).

III RESULTS AND DISCUSSION

There are 825 data found in this research which involves some translation strategies in translating the subtitles which are presented in the table below:

Table 1. Translation Strategies in Enola Holmes Netflix Movie Subtitle

No	Translation Strategy	Data	%
1	Condensation	222	27%
2	Transfer	205	25%
3	Paraphrase	198	24%
4	Deletion	108	13%
5	Expansion	39	5%
6	Imitation	39	5%
7	Resignation	8	1%
8	Decimation	5	1%
9	Transcription	1	0%
	Total	825	

The most used strategy in AVT of the Enola Holmes movie is the condensation strategy. It happens due to the goal of this strategy which is to produce efficient translation results. From the data, firstly it is found many texts involve redundancy elimination to overcome the limitation of text. Secondly, there are some long texts which can exceed the character limitation which can make the TL audience of the movie not have enough time to read the subtitle text. However, the original content and message do not change. The transfer strategy is the second most used strategy that applies in the translation of the movie subtitle text due to some reasons. Firstly, the text is considered short that has no insignificant and unnecessary words. Secondly, the text that does not seem short but long-winded

consists of tight and clear words containing only the important information. Additionally, the use of this strategy is also still in line with the regulation in AVT about the duration limitation and the clear delivery of the translated text.

The third most used strategy in this movie is the paraphrase strategy. It also has many texts that involve paraphrasing strategy due to the actors using idioms, or expressions that were originally generated from the story of the movie. The translator paraphrases it in a good way and it is understandable for the audience. Still, the paraphrase is in line with the AVT limitation and the other aspects. The application of omission or deletion of one or more words is frequent and commonly found in AVT. Then, the deletion strategy takes place as the fourth most-used strategy in this movie. The reason for the use of the deletion strategy in this movie is because there is some duration limitation and secondly limitation of the words on AVT. In the expansion strategy, it diverges from how AVT should be produced in a compressed text as possible. Some expansion words found here firstly aim to make a specification of the context and content of what is in the SL text being talked about. Secondly, avoid ambiguity in the translation so that it does not produce misleading results. However, the expansion here still follows the AVT rules which do not exceed the limits of subtitle characters.

The imitation strategy has the same percentage as the expansion strategy. In using the imitation strategy, as mentioned also in Gottlieb theory is used for some information such as the name of a person, and the name of the place. It is identically translated the same as it is without any changes. Then, in this movie, it is also found some words in the subtitle text which is translated using the imitation strategy for nouns, the name of a person, and the name of a place. The seventh strategy is resignation with only little data found using this strategy. There always will be some expressions spoken by the actors in movies and those cannot be expressed in the TL text subtitle due to some reasons. It can cause the missing original meaning. As Gottlieb presents this strategy lets the text with no translation. However, this strategy does not employ much data since this is an adventure mystery movie that does not involve much like musical expressions. The movie is more like using words to present information about solving the cases.

The next is the decimation strategy. The use of this strategy in this movie is when in the situation of the needs of translation results which does not confuse the subtitle readers. Another factor that influences the use of this strategy is the words spoken by the actors are too long and the speed they use. It makes the last part of the sentence should be reduced to produce an efficient translation result. However, the data that use this strategy is not much. Then, the transcription strategy is the least used in translating the subtitles of this movie. There is just one uncommon word used in this movie. This happens since the movie does not use uncommon words to explain the information such as in solving the cases, or when trying to find out any clues of the case, and the words used in any scene when the adventure is going on also do not involve any uncommon words.

The detailed explanations of the strategies found in *Enola Holmes* Netflix movie are presented below:

3.1 CONDENSATION STRATEGY

1) ST: is cycling not **one of my core strengths**, (00:04:24,708 --> 00:04:27,208)

TT: 'bersepeda bukan **keunggulanku**,'

There is an abridgment of some unnecessary words in the text above. The word 'is that' is being reduced here. Also, there is a change in 'my core strengths' condensed into the word 'keunggulanku'. The translator tries to make an efficient result yet still maintain the SL original message. Based on the context of the scene, the main topic in this text is 'my core strengths' which is translated as 'keunggulanku'. Thus, the condensation strategy is involved in the whole text of 'bersepeda bukan keunggulanku' in target language which already presents the core of the message represented from the ST.

2) ST: You had a pine cone wrapped in wool, **dragged it with you wherever you went**, (00:16:08,208 --> 00:16:11,916)

TT: 'Kau punya biji pinus berbalut wol dan **selalu membawanya**.'

The ST is considered long enough to translate the whole sentence using word by word. It should be compacted using a condensation strategy. The abridgment on the text of 'dragged it with you wherever you went' is depicted in the TT as 'selalu membawanya'. The text of 'selalu membawanya' already explains the whole message that represents 'always dragged it'. The message stays the same as the

original but it is compacted to get the short text due to the limitation in AVT regulation. However, based on the story context, it is also still in line with it.

3.2 TRANSFER STRATEGY

3) ST: Undercover working for him? (00:30:24,250 --> 00:30:27,125)

TT: 'Menyamar bekerja untuknya?'

The text above is transferred as a whole text word by word without changing any form of the text. The utterance that is spoken by the actor as it is presented in this text is to the point. The text translated word by word of 'undercover_working_for him' into 'menyamar_bekerja_untuknya'. Then, to envoy the message of the SL, the words are presented as tightly and clearly as possible in TL. Thus, the transfer strategy is applied to translate this subtitle text.

4) ST: Lords debate reform bill! Case of the missing marquess! (00:35:40,083 --> 00:35:42,916)

TL: 'Bangsawan mendebatkan UU reformasi! Kasus hilangnya marquess!'

In ST, the sentence only involves the important words to present the story without any hyperbolical other elements. It makes the transfer strategy involved in translating the text above. There is no addition or subtraction drawn in the text. Additionally, the TT gets all the points of the source language text message.

3.3 PARAPHRASE STRATEGY

5) ST: You **look the spit of** her. (00:42:57,083 --> 00:42:58,583)

TT: 'Kau **persis seperti** dia.'

The SL text is translated using a paraphrase strategy. The expression 'look the spit of' is translated into 'persis seperti' since there is an idiom that occurs in this case. The translator does not translate the literal meaning of 'spit' into 'meludah', but it is paraphrased into the closest meaning in the target language. The original idiom is 'be the spit of' which in THE IDIOMS (n.d.) the meaning of exactly looks like someone else or has a strong resemblance to one. While, in Cambridge Dictionary (n.d.), the idiom 'be the spitting image of somebody' or 'be the spit (and image) of somebody' is a meaning of looking extremely similar to someone. Then, if the text of 'kau_persis_seperti' is translated as 'you_exactly_like' and it has the same meaning indicating the idiom 'be the spit of'.

6) SL: Did you just rent **a room at the Ritz**? (01:12:54,875 --> 01:12:58,250)

TL: Apa kau menginap **di kamar mewah**?

In ST, there is an expression of 'a room at Ritz' that is presented as 'di kamar mewah' and it is paraphrased by the translator. Firstly, the speaker assumes that 'Ritz' means a hotel and it is known as a five-star hotel in London. Secondly, the speaker points out 'a room' at the Ritz hotel. Then, the translator does not translate the expression a room at the Ritz into the literal meaning of 'kamar di Ritz'. Here the translator expresses it into 'di kamar mewah' and the word 'mewah' refers to the luxury five-star hotel that is Ritz.

3.4 DELETION STRATEGY

7) ST: **She** taught me **herself**. (00:09:35,583 --> 00:09:37,166)

TT: '**Dia** yang mengajariku.'

The text in SL experiences the deletion strategy. There is an elimination of the word 'herself'. It occurs because the word 'herself' points out the word 'she' and the translation is already presented in word of 'dia'. Furthermore, the word 'herself' represents the word 'she' which can be a repetition if it translated in target language. It is also unnecessary action to translate the word 'herself' in target language considering on how the requirement of AVT itself. Thus, to get an effective translation result, it has to avoid translating the repetition word which consider as an unnecessary thing.

8) ST: Out of the **sodding** way, boy! (00:35:35,416 --> 00:35:37,250)

TT: 'Minggir, Nak.'

There is an omission of the word 'sodding' in the SL text. According to the Oxford Dictionary, the word 'sodding' defines an offensive word to highlight a statement or give an expression of an angry statement. It is unnecessary to translate since according to the context of the scene it is an unimportant word that belongs only as affixation. Also, to translate the result not sound odd in subtitle text, the word

'sodding' indicate affixation only according to the context of this scene. Furthermore, there is a problem between the time limitations on this scene and how the scene plays which is too fast, then complicates the translator to present the whole source text into the final translated text, so the deletion strategy is involved in it. Additionally, the involvement of deletion strategy in producing subtitle text translation indirectly considers the audience so they are still able to enjoy the storyline on the screen without interfering with their time to read the subtitle too long.

3.5 EXPANSION STRATEGY

9) ST: A week ago, on the July morning of my 16th birthday, (00:03:02,750 --> 00:03:06,000)

TT: 'Pekan lalu, di pagi bulan Juli ulang tahunku yang ke-16'

The SL text is expanded into 'Pekan lalu, di pagi bulan Juli ulang tahunku yang ke-16' with the addition of the word 'bulan'. If the text 'a week ago, on the July morning_of my 16th birthday' is being translated word by word without any alteration it becomes 'pekan lalu, di pagi Juli_ulang tahunku yang ke-16'. Then, the translator chooses to add an element of 'bulan' and make an expansion occurs in the TT. The expansion happens to point out the adverb of time which is the month of 'July' as it is shown on the ST. Moreover, in the Indonesian perspective, the word 'bulan' is needed in mentioning date specification. Some names of months in Indonesia as the TL here, such as April, Mei, Juli can be used for the name of a person. Then, to distinguish it and to avoid misleading the SL message, the expansion with the word 'bulan' is required. Therefore, it is common to mention the word 'bulan' before the name of the month in target language.

3.6 IMITATION STRATEGY

10) ST: I placed it in the personal advertisements' column of The Pall Mall Gazette, (00:41:12,625 --> 00:41:16,375)

TT: 'Kutaruh di kolom iklan privat di koran Pall Mall Gazette.'

From the data above, a newspaper name appears namely 'The Pall Mall Gazette' based on the information in the 'personal advertisements column' mentioned before the name of the newspaper. According to The British NEWSPAPER Archive (n.d.), Pall Mall Gazette is a London daily newspaper active from 1865 to 1923 starting publication as a conservative paper. The newspaper name of 'Pall Mall Gazette' here is translated using an imitation strategy. In translating the name also does not need any modification. It just translates the same as it is. It can cause misleading translation result and can make ineffective result if the newspaper name is translated in target language into 'surat kabar Pall Mall' because the word 'koran' and 'surat kabar' has the same meaning in target language. As in Indonesian society, both words can be used in mentioning the name of newspaper for example is 'koran Jawa Pos' or 'surat kabar Jawa Pos' and also the word 'koran' is used more often than 'surat kabar' in society. Moreover, based on the word quantity, 'koran' present as one word and 'surat kabar' consist in two words which in line with the requirement of AVT.

3.7 RESIGNATION STRATEGY

11) ST: Ouch! (01:31:00,083 --> 01:31:02,125)

TT: (no translation)

The expression 'Ouch!' go through this strategy so it presents no translation. In source language, the expression 'Ouch' is generally used when after doing something related to feeling pain or physical difficulty. Meanwhile in Indonesian language that reacting after experiencing a physically painful accident in general, people use several variations such as 'ouch', 'aw', 'ak', and many others. Basically, the translator can just translate the expression 'Ouch' with these various options. However, it is back to the translator's style to produce translation result, also considering on the role of expressions does not involve with any semantic meaning. Furthermore, based on how the scene of the movie, this expression presents in vague sound so that left no big impact to be placed in subtitle text.

3.8 DECIMATION STRATEGY

12) ST: ...to find that my mother was missing. (00:03:10,500 --> 00:03:12,416)

TT: 'Ternyata ibuku menghilang.'

The element 'to find' in translating the text of '-... to find_that my mother_was missing' is eliminated in the data above and produces a text of '(**eliminated words**) ternyata ibuku_menghilang' in TL text since the element seems to be unnecessary to be translated if it is even though the word 'to find' become a bridge between the previous scenes with the scene on this text. However, it has been visually represented in the film scene where in the first scene Enola rushes to her mother's room and secondly with a dumbfounded sad expression on Enola's face. Also, there is a time limitation in this scene which needs to be underlined in translating this text. Also, the rest of the words after the eliminated element are still translated as the whole text. Thus, the audience is still able to enjoy the storyline without bothering to read the text subtitle for a long time. Additionally, as mentioned before that there is a rule in AVT to make a suitable subtitle.

3.9 TRANSCRIPTION STRATEGY

13) ST: virtuoso violinist, (00:05:09,458 --> 00:05:11,041)

TT: 'pemain biola berbakat,'

The involvement of transcription strategy is only found in one data above. The word 'virtuoso' is not a word commonly used in the source language. According to the Merriam-Webster dictionary, this word is adapted from the Italian noun virtuoso by English speakers in the 1600s. This word means someone who is highly outstanding and skilled in performing musicals and or art. It makes the result of the translation of 'berbakat' can present the concept of the definition of the word 'virtuoso' based on the previous explanation.

IV CONCLUSION

In this article, the application of translation strategy in translating the subtitle of *Enola Holmes* movie involves nine strategies. The condensation, transfer, paraphrase, and deletion strategies dominate as the most used strategies with much data found. The rest of the expansion, imitation, resignation, decimation and transcription strategy has the least data involved. Since *Enola Holmes* is an adventure mystery movie, the words used present the information solving cases and any adventure situation. Those domination translation strategies involve constructing the subtitle from SL to TL in line with the rules of AVT. Then, the least translation strategies used do not involve much because the strategies contrast with the genre of the movie. Additionally, the strategies are helpful to produce efficient subtitles and deliver the original message properly which also does not cross the line of the rules in AVT.

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REVISITING MOTIVATIONAL CONSTRUCTS AND LEARNING PREFERENCES IN AN IMMERSION CONTEXT: DOES CULTURE MATTER?

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Abstract

This study is devoted to investigating dynamic motivational construct on learning structures in an immersion context. Due to the ever-changing motivational construct, which, in particular, is driven by learning structures in a new environment, this study assumes that the preferred learning structure commonly favoured in the research participants' home countries might shift that will eventually affects their learning motivation. This study takes place at the English Language Institute of University of Hawai'I at Manoa, USA. The research participants are mostly graduate students taking English courses to improve their language skill. This study found several surprising findings. The first finding is that although cooperative learning has the highest contribution to intrinsic motivation, they do not show any significant correlation (r=.279). On the other hand, competitive learning negatively correlates with intrinsic motivation (r= .-.407), suggesting that if competitive learning is enacted, the participants' intrinsic motivation decreases. In terms of learning preference, individualistic learning is favored most, which might be affected by learning cultures commonly adopted in graduate programs in the US.

***Keywords**: Self-Determination Theory, learning types, extrinsic and intrinsic motivations*

I INTRODUCTION

In a classroom setting, one of the major problems in learning is learners' motivation, which is caused by several factors including teaching technique (Tahir & Yucel, 2019). Regarding teaching technique, Richards, Hull, & Proctor (1997: IX) suggest that to avoid student's boredom, the teacher can employ various delivery techniques in teaching speaking skills such as group work, pair work, models of cooperative learning, role play, presentation, information gap, as well as frequently vary the pair or group work arrangement so that they work with different classmates. Since motivation is one of the key factors to get success in a learning, many educational institutions try to find strategies to motivate learners such as improving instructional materials including the use of media.

Motivation is a dynamic construct that fluctuates even in a single lesson (Dornyei, 2003). Such fluctuation is influenced by several factors such as learners' attitudes toward the materials and the classroom atmosphere (Julkunen, 2001). This implies that learning situations in a classroom, to some extent, affect learners' motivation (e.g., Sivrikaya, (2019). In classroom context there are three common learning situations reflected in how classroom activities are carried out namely cooperative, competitive and individualistic ones (Johnson & Johnson, 1987). Those learning situation may construct different kinds of motivation.

1.1 MOTIVATIONS IN L2 LEARNING CONTEXT

In the classroom context, intrinsic motivation plays a very important role. This type of motivation is considered more important than extrinsic motivation since many studies about motivation claim that intrinsic motivation is better in term of a long-term retention (Brown, 2007). Similarly, Stipek (1988) said that a learner learns optimally when he or she is motivated intrinsically because she or he wants to rather than has to. This implies that internal drive is considered superior factor in learning. Thus, learning with intrinsic motivation is more enjoyable than working on tasks for external rewards. In addition to giving autonomy to learner, promoting cooperative learning can also enhance intrinsic motivation. The Self-Determination Theory (Deci & Ryan, 1985) posits that one of factors making a student motivated is relatedness and cooperative learning caters such kind of relatedness as it follows the principle social interdependence (Johnson & Johnson, 1994). Studies show that cooperative learning becomes a preference in classroom context (Alcalá, Garijo, Pueyo, Fernández-Río, 2019; Ada, Çetinkalp, Altiparmak & Asçi, 2018; Julkunen, 2001). Their research reveal that tasks and situations

affect learners' motivation. They concluded that regardless of task types, cooperative situation is the most motivating the learners experience.

In addition to giving autonomy and enhancing relatedness, intrinsic motivation can be promoted through facilitating learners to develop their sense of competence such as by giving informative feedback (Noels, 2001). Feedback should be given in a positive way to encourage them to keep being motivated such through compliment, constructive suggestion etc. Through those feedback and constructive suggestions, learners know what they have to do to improve their competence. Another way to improve intrinsic motivation is by building curiosity as recommended by Stipek. Stipek (1988, p.65) pointed out that "pleasure or enjoyment can be achieved through creating, investigating or processing stimuli that are moderately discrepant". This means that stimuli exposed to learners should be discrepant or new to them to arouse their interest. However, if it is too discrepant, the learners potentially ignore the stimuli and create anxiety. This is probably relevant to Krashen's comprehensible input hypothesis that by giving knowledge one level above learners' present knowledge, they will be challenged and be willing to attend to the input.

The last type of motivation which is unfortunate to happen to any learner is demotivation. Learners even with good competence might not achieve well in classroom if they are not well motivated. This type of motivation is the opposite of other two motivations. Demotivation is defined as a situation in which there is no relation between people's actions and the consequences of their actions and the consequences are seen as arising due to factors beyond their control (Deci & Ryan, 1985). In this situation, they have no reasons why they perform the activities. Another factor why demotivation happens is when there is no relation between their activities and outcomes. As a result, they are not motivated to perform such activities.

To sum up, in classroom setting, intrinsic, extrinsic and demotivation are product of teaching and learning models. This implies that how teaching and learning are carried out will much influence learners' motivation. Therefore, a teacher who has important role to run the class must carefully employ teaching techniques, learning strategies or situations that are relevant to nature of classroom and learners.

1.2 LEARNING TYPES IN L2 LEARNING

There are many types of learning in classroom atmosphere. They are cooperative, competitive and individualistic learning. Cooperative learning is an instructional method employing small group, allowing students to collaborate for better learning outcome (Jacob, 1999; Johson, Johnson, & Holubec, 1994). There are numerous types of learning such as visual learning, relational learning, holistic learning, episodic learning, competitive learning, cooperative learning and so on. To void the broadness of the covered topics, the researcher focuses on three common types of learning in classroom atmosphere. They are cooperative, competitive and individualistic learning.

The next type of learning is competitive learning or learning through competition. This type of learning might may also generate motivation particularly the extrinsic as they compete commonly for rewards such as compliments. Schmidt at.al (1996) uncovers that different learning types might affect different motivation. Competitive situation in classroom might also create an unhealthy classroom atmosphere will be very possibly created. Anger, anxiety, and hostility toward others, teacher even institution potentially happen. Such situation will also lead to a negative perception that can create hopelessness among the losers. Although this type of learning has been widely criticized, it has positive points when carried out appropriately such as for reviewing the learned materials by putting emphasis on drill rather than for true competition. Thus, the teacher should know when to use competitive learning or it will be boomerang not only for him or herself but also for the institution in addition to worsening classroom atmosphere.

In competitive situation, learners truly rely on their ability. They think that their competence will make them win and worthwhile. Therefore, they will keep on trying to achieve their higher competence level. Such effort will generate a challenge for them that eventually will lead them to be more self-determined. Thus, as stated in Self- Determination Theory, such competence pursuing certainly motivates them to learn.

Individualistic learning refers to goal-self achieving (Johnson & Johnson 1994). In this learning situation, learners perform task in their own pace and they have to be responsible with their own accomplishment. In other words, individuals realize that they have their own fate, struggle for self-benefit (Johnson & Johnson, 1987). Even though decreasing interaction intensity, this type of learning is able to enhance students' motivation if implemented appropriately. individualistically structured

activities in learning may supplement cooperative learning through a division of assignment in which each student learns materials or skills that later to be used in cooperative activities (Johnson & Johnson, 1994).

In short, different learning situations create different motivations. Schmidt, Boraire & Kassabgy (1996, p.18) further pointed out that "competitive, cooperative and individualistic goal structures elicit different types of motivation, and students who have been socialized into different motivational styles may prefer different learning structures. This implies that further studies need to be carried out to see how learning situations affect learners' motivations. I think this is very interesting because of two reasons. First, classroom is a very complex community with different background, traits, and motives to learn. Second, motivation is very dynamic that changes over time even in a single lesson. By conducting studies in this area, situated learning situations and motivational patterns can be identified and this will help teachers, school administrator and other stakeholders design ideal instruction.

Referring to the literature reviews, intrinsic motivation is one of the most important aspects in learning and there are three learning situations that are potentially able to enhance that motivation although cooperative learning is said to be able enhance that motivation most. However, the reviewed studies were carried out in non-immersion context. The contrast findings might be found in this study carried out in an immersion context, in which motivation in relation to learning types and preferences might change due to different learning cultures they encounter. Hence this study seeks to reveal the learning preferences and learning situations contributing to intrinsic motivation in a such context.

II METHODS

This study employed correlation design. To collect the data, the researcher used questionnaire. Questionnaire itself can consist of closed, open ended questions or combination of both (Nunan, 1992). In this survey, the questionnaire contains closed questions. The questionnaire consists of 2 parts. The first part asks learners about their motivations whether they are intrinsically or extrinsically motivated as well as demotivated. The second part of questionnaire is asking learners about their learning situation preferences, cooperative, competitive and individualistic situations.

The questionnaire was distributed to students taking speaking and listening class at English Language Institute, University of Hawai'I at Mano, USA. This place is used to improve international students' English competence. The class comprises 17 students, 11 women and 6 men. The researcher is only able to access this class due to strict regulations of conducting research in the language institute. All of them are from non-English countries such as China, Japan, Korea, Germany and Indonesia and they are mostly graduate students studying at Maters and Doctoral program at University of Hawaii.

2.1 PROCEDURES AND ANALYSIS

The students' questionnaire was distributed in early fourth month as the class has already been in the third month. The students answer the questionnaires after their class session so that there is no 'face threat' of the teacher. The students should keep in a distance one others to avoid interference and had to answer the questions honestly. Soon after completing the questionnaires, the answers were collected for data analysis. The researcher employed correlation statistics namely Pearson Product Moment and processed the data using SPSS 16.0 to observe the correlations between learning types and intrinsic motivation. To see whether the students have intrinsic motivation or not, the researcher asked students to complete 3 types of motivation questionnaires namely intrinsic motivation, extrinsic motivation and demotivation. To know their learning situations contributing to that motivation, the researcher asked them to complete 3 learning situations. The researcher treated motivations as dependant variable and learning types as independent variable. Then the researcher also tried to see correlation between the most preferred learning situation and the highest scored motivation.

III RESULTS AND DISCUSSION

3.1 RESULTS

This section presents the results of questionnaire to answer the research question on what learning types relating to intrinsic motivation by correlating them to observe their contribution to the research participants' intrinsic motivation at ELI-80 class. Among three learning situations, cooperative, competitive and individualistic ones, cooperative learning has the highest contribution to intrinsic motivation. The results show that cooperative learning (CL) has value r= .279, which is lower than r table value, 0.48, and greater than significance level(p), 0.05, which further suggests that there is no

significant correlation. Meanwhile, competitive and Individualistic learning have value r = -.407 and r= .168 respectively which are not also significant as referred to r table value and significance level (p). These all indicate that all learning types do not 'contribute' to their intrinsic motivation. Furthermore, the negative value (-) of competitive learning shows a contradictory fact; meaning that the more competitive learning is promoted, the less intrinsic motivation they have. In terms of strength of correlation, the three types of motivation have weak correlation to intrinsic motivation since their r values are below 0.50 (Arikunto, 2013), implying that those three types of learning have weak or low relation or contribution to intrinsic motivation

In addition to the result above, the researcher obtains several results concerning types of motivation and a learning type preference. The results show that extrinsic motivation ranks the highest, with mean 3.50 of a 1-5 likert scale, meanwhile, intrinsic and demotivation have means 3.25 and 1.74 respectively. In learning type preferences, individualistic learning is the most preferred learning type with slight difference in score from cooperative learning and competitive learning in which individualistic learning's mean is 2.85 followed by competitive learning, mean 2.72, and cooperative learning, mean 2.70. The high score in extrinsic motivation is very likely that the research participants' motivation is driven by external rewards such as academic grades

3.2 DISCUSSION

It is a surprising fact that the class shows high extrinsic motivation although the teacher frequently promotes cooperative learning in the ELI-80class and this type of learning as widely discussed above will enhance intrinsic motivation. Relatedness, one of self-determination elements, that is always promoted through cooperative learning such as through pair work, group work, peer evaluation, and other method by our classroom teacher likely does not enhance intrinsic motivation. Based on the answer of questionnaire on extrinsic motivation items, they are primarily extrinsically motivated because English improvement is perceived as instrumental end and English is thought very important for their future career. Moreover, I also assume that due to small participants of research, only 17 students, which does not have good statistical power, the reliability is also low which, in turn, results in low reliability of findings and thus those findings are hard to generalize into a bigger population.

Another interesting finding is that individualistic learning is the most preferred learning situation. Cooperative learning, which is frequently applied in ELI 80 class seems unable to change their preference to learning situation. Several books and articles such as those written by Johnson & Johnson (1987; 19940, Brown (2007), and Slavin (1985) who advocate the advantages of cooperative learning and criticize competitive and individualistic learning seem 'irrelevant' to this class. Furthermore, Julkunen's study (2001) also demonstrates that the participants enjoy cooperative learning in doing different tasks. This class's learning preference is probably influenced by several factors such as nature of class which is 'good' for individualistic learning, learners' personality, and again, too few participants in the study. Based on the answer of questionnaire on items of individualistic learning, learners prefer setting their own goals and strive to reach them and achieving their "personal best" for them is the most important.

The participants' preference to individualistic learning might be caused by the class structure model employed by the professors in their main respective classes, which is different from learning structure in the bridging class, ELI course 80 where this study is performed. Learning is not merely acquiring the knowledge from classroom, but acculturation or adaptation might take place (Gavelek & Kong, 2012). Thus, the individual learning which is commonly employed in graduate level may affect learners' learning preferences as shown by the result of the questionnaire.

IV CONCLUSION

This research seeks to examine the learning situations correlated to intrinsic motivation in classroom setting, ELI 80 class, by employing quantitative method to find out what learning situation is favored most as well as what the highest-scored motivation is. As previously assumed that the class has good intrinsic motivation since one of enhancing factors of this motivation, relatedness, is always promoted by classroom teacher through cooperative learning. This further suggests that motivation and learning preferences are dynamic construct which are affected by numerous factors, one of which is the operating cultures.

The findings of this study seem contradictory to the existing theories or study, however, there is a limitation in this study, the small number of participants, only 17 students. Such a small number affects the internal consistency or reliability of the constructs that also result in low reliability of findings.

Therefore, further studies need to be conducted with a larger number of participants so that better reliability can be achieved. Through these findings, the classroom teacher can apply types of learning that are compatible with the classroom learning atmosphere and individual learning preferences so that an ideal learning situation can be achieved for a better learning outcome.

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IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME

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Abstract

The goal of this research was to see if employing Fly Swatter Game can help children improve their vocabulary mastery. Classroom Action Research was used to perform this study. The students in this study were from MTs Nahdlatut Thullab's seventh grade, which had a total of 24 students. This study was divided into two cycles, which consist of planning, acting, observing, and reflecting. The information was acquired using both qualitative and quantitative methods. Analyzing the interview and observation results yielded qualitative data and the students' pre-test and post-test vocabulary scores were then used to generate quantitative data. Based on the findings of this research, students' vocabulary mastery improved, as shown by the mean pre-test score of 53.6, the mean post-test 1 score of 66, and the mean post-test cycle 2 score of 83.6. In addition, four students (16.6%) in the pretest passed the Minimum Mastery Criterion - *Kriteria Ketuntasan Minimal* (KKM). Meanwhile, 9 students (37.5%) passed (KKM) in cycle 1, and 18 students (75%) passed (KKM) in cycle 2. This indicates that the success conditions were met. Furthermore, the findings of the observation and interview revealed that the students were interested in the teaching-learning process when Fly Swatter Game was used.

Keywords: *Improving, students, Vocabulary Mastery, Fly Swatter Game*

I INTRODUCTION

In Indonesia, English is neither the first nor the second language but it is a foreign language, so that people get difficult to communicate English. There are some difficulties to study English like: limited facilities such as dictionaries and others, nervous to speak. Supported by Andini (2019), there are five difficulties in learning English, namely difficulty to get facilities to study in the class, unable to correct the pronunciation error, no willingness to learn, embarrassed by other people's comments, and lack of faith on your own abilities. One of the English teaching objectives is to encourage student to feel confident in using English both written and oral form.

There are four core of language abilities in English that are interconnected and should be learned by students. Listening, speaking, reading, and writing are the four English skills that have to be mastered by them. However, if the students do not grasp the English language components, the students' talent will not be well-established. According to Silaban (2017: 36), vocabulary plays an important part in the development of the four language skills (listening, reading, writing and speaking). If the students do not master many vocabularies, they will get difficulties in speaking or conversation with others, they cannot understand the content of English reading text, they are not able to develop English writing, and they cannot understand conversation or dialogue by listening to the CD, DVD, or video. So it is very clear that that vocabulary has big influence in mastering four skills in English, they are speaking, listening, writing, and reading.

The term vocabulary refers to a group of words that can be used to help students understand the teaching and learning process in class. Students can converse a lot with words if they memorize a lot of terminologies. That is to say, vocabulary is important for students to learn in class. According to Khabib (2018: 8), vocabulary is an important part of any language, because learning vocabulary is the crucial part for learning sentence structure and other skills in language. Mastering a lot of vocabularies will make it easier for someone to read, writing, listen and speak English. Aini (2018: 2), stated that English vocabulary has special place to improve English skill. In reading, speaking, listening, and writing, the students must memorize vocabularies to understand the meaning of context. It is also supported by Andriyansyah (2020: 1), the grammar, pronunciation, vocabulary are feature of language components from fluency and accuracy.

In MTs Nahdlatut Thullab, Grammar Translation Method (GTM) is English teacher's a learning method that is used in teaching and learning; for instance, teacher asks the students to translate the sentence in the student work sheet or on the blackboard one by one. The weakness of GTM is that the teacher finds it difficult to control a crowded class, because when the teacher asked one student to

translate a sentence, she did not focus on other students, and the student did not active and tend to be passive in the class because their activity is just listening and translating a sentence. It makes them bored in studying English, so that they did not understand and it will be difficult to focus on studying English. The researcher concludes that students need some activity that can encourage them to be more active in participating the class, so the method has to be changed by a more suitable method in teaching vocabulary at the junior level.

Based on the problems, the researcher looked for solutions to these problems using methods that are appropriate for MTs Nahdlatut Thullab students, such as games. The researcher believes that a Fly Swatter Game might keep students motivated in language study and prevent them from becoming bored. According to Abrar (2019: 2), Fly Swatter Game is game that can make vocabularies learned by student without feeling bored, so they can enjoy the atmosphere in the class. This game is used by teachers in the classroom, teachers as guides and students as players. This game is considered a success when 75% of students reach the KKM.

The researcher chooses to use Fly Swatter Game, because the game is very attractive and interesting. Thus, it is so suitable to teach vocabularies. By using Fly Swatter Game, teacher can take hold of object and make the teaching material more attractive and make it easier for students to study vocabularies. According to Abrar (2019:2), one of teaching media that has a chance to make students learn English more enjoyable, fun, and relaxing is Fly Swatter Game. The game will get the students motivated a lot more. Students can get active, because Fly Swatter Game is a suitable method for learning vocabularies.

II MATERIALS AND METHOD

2.1 METHODS

This research is Classroom Action Research (CAR). The object of research were the students of MTs Nahdlatut Thullab. Therefore, the researcher wants to know how the students' vocabulary mastery in the classroom. There are many research methods like CAR, qualitative, quantitative and others; but the researcher used (CAR) in this research, because CAR is finding out what works best in your own classroom to enhance students learning can be done through classroom action research. According to Latief (2020: 141-142), classroom action research (CAR) is one of the new perspectives in educational research, which bridges practice and theory in the field of education. In this research model, the researcher can act as an observer as well as a teacher (participant) or as a teacher. In contrast to other research that produces the formulation of scientific conclusions, CAR must produce an innovative strategy to solve problems that occur in the classroom and increase students' motivation and abilities. Classroom Action Research (CAR) is research conducted to solve problems in class. Therefore, before doing CAR, we must do pre-research (need analysis) to find out what problems occur in the classroom. Problems in the classroom that often occur are related to classroom management, teaching and learning processes, use of learning resources and teacher professionalism. This is supported by Alek (2016: 1), where action research developed with the aim of solving social problems (including education). From the classroom main problem, the researcher will join hands with the English teacher of MTs Nahdlatut Thullab Omben Sampang to solve the problem by using Fly Swatter Game that can improve students' vocabulary mastery. When gets solved, this method can be a reference for other English teachers as well.

2.2 PARTICIPANTS

The researcher has done research in MTs Nahdlatut Thullab Omben Sampang on the seventh grade. This grade consists of two classes, women class and men class; Since it is in Islamic boarding school, so the class separated into two classes. The researcher chose men class that consist of 24 students as the subject of the study and the researcher chose the first class of MTs due to the lack of students' ability to master English vocabulary.

2.3 INSTRUMENTS

In this study, three instruments were used, which are as follows: obsevation, interview and test. The observation sheet is used to observe students and teachers' activities in teaching-learning vocabulary in real classroom activities at MTs Nahdlatut Thullab Omben Sampang's seventh grade students. In each cycle, two observation sheets are utilized to observe the students' and teacher's activities. interview is used to complete the data needed. The structured interview are conducted to the English teacher of MTs Nahdlaut Thullab Omben Sampang. It was applied before and after Classroom Action Research. There

are two types of tests available with this technique: pre-test and post-test. A pre-test was conducted before the actions were implemented, and a post-test was undertaken after the actions were implemented.

2.4 DATA ANALYSIS

The most crucial aspect of classroom action research is data analysis, which is used to identify real data and answers to the research process question so that real findings can be produced and it can be trusted. The result data can answer the research question, whether using of fly swatter game can help the students increase their vocabulary mastery or not. The researcher can know the students' vocabulary mastery scores utilizing data analysis techniques. Farhana (2019: 81) said that data analysis is an important part of CAR implementation. The quality of the results and data analysis determine the significance of the CAR performed. If the analysis is carried out correctly, the results of the study will provide an objective picture of the conditions under study.

The quantitative data was a vocabulary test, and it was about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying these formulas:

$$Score = \frac{rightanswer}{totalofquestion} 100\%$$

Figure 1. To obtain results of individual score

$$M = \frac{\sum X}{N}$$

M: Mean score

∑X: Individual score

N: The number of students

Figure 2. To obtain the average of students score

$$P = \frac{F}{N} 100\%$$

P: The class percentage

F: Total students geting passing grade

N: Number of students

Figure 3. To obtain the percentage of class that passed KKM

III RESULTS AND DISCUSSION

In the first day, the pre-test was conducted to seventh grade students at MTs Nahdlatut Thullab. In pre-test, the researcher gave questions sheet to the students that consisted of 25 multiple choice questions. The researcher assigned the students to do pre-test in 50 minutes. The researcher calculated the students score of pre-test after giving pre-test to the students.

Based on the result of pre-test, the researcher analysed the data of pre-test and then the researcher indicate the mean score of pre-test is 53,6, and there are some students can have passed the KKM and cannot get the KKM. Those are 4 or 16,6% students can get score up the minimum mastery criterion KKM, whereas the 21 students ware still under KKM. The result of analysis, it can be proved that the seventh grade of MTs Nahdlatut Thullab have still lack of vocabulary mastery.

3.1 CYCLE 1

After 1 week, the action of cycle I was done. In this cycle, the English teacher acted as teacher, and the researcher acted as an observer. Based on the lesson plan that was created by the researcher, the teacher implemented the process of learning English. The researcher did the observation sheet to English

teacher in learning activity was ongoing. The explanation of what each meeting's agendas is as following:

First Meeting

Starting the learning and teaching process based on the lesson plan.

Teaching vocabulary to students on verb and noun.

Asking the students about material that have been explained.

Explaining about Fly Swatter Game and how to play it.

Second Meeting

Reviewing the previous meeting.

Starting the learning and teaching process based on the lesson plan.

Asking the students to make 2 groups according to their attendance numbers.

Implementig Fly Swatter Game, where each groups go forward one by one to play this game.

After the first cycle of teaching and learning was completed, the first post-test was give to determine and evaluate the improvement in students' vocabulary mastery. The class's mean score was 66 based on the results of post-test 1. There were 9 students from 24 students, or 37.5% of the class, who received a score above the Minimum Mastery Criterion (KKM) the KKM standards are 70, while the rest had a score below it. It means that the first requirement had not been met.

The teacher and researcher chose to keep the Classroom Action Research into the second cycle. The researcher created a fresh lesson plan in the second cycle. Because the students have not understood about the material and Fly Swatter Game, so that they did not get motivation in learning process. the researcher would alter the planning and action stages in the second cycle.

3.2 CYCLE 2

The second cycle was done by the researcher 1 week after cycle 1. The English teacher acted still as the teacher, and the researcher acted as observer, so the teacher conducted the teaching and learning in second cycle based on the lesson plan. The researcher did observation by using observation sheet in during learning and teaching process. The Action phase of the second cycle is slightly different little from the previous cycle, one of the differences is in cycle 1 there was no discussion between students to other students, in cycle 2 used discussion. The following is a description of the agendas for each meeting in the second cycle:

First Meeting

Starting the teaching and learning process based on the lesson plan.

Giving the material sheet, and then explained the material

Asking the students to discuss it with their friend.

Asking the student, on what they still remember regarding Fly Swatter Game.

Second Meeting

Repeating the material of cycle 1.

Starting the teaching and learning process based on the lesson plan.

Telling the students to form 2 groups according to their attendance number.

Informing that one of groups was the loser, so they would get a punisment.

Starting the Fly Swatter Game.

Asking the students on what vocabulary that they have mastered.

The second cycle's teaching and learning processes were completed, a second post-test was give to determine and assess the students' vocabulary improvement. This second post-test will also look at the difference between the first and second cycles, the difference in post-test 1 and post-test 2 is only different sequences in the question number. This post-test was conducted after the second meeting finished.

According to the results of the post-test 2, the average score of the class was 83,6, with 18 students (or 75%) scoring over the Minimum Mastery Criterion. Additionally, the mean score of students' improvement from the first to the second cycle, The first cycle's mean score was 66, while the second cycle's average score was 83,6. It indicates that the average score improved by 26.6%.

As a result of interview, the researcher used the Fly Swatter Game to help students improve their vocabulary. The English teacher was interviewed after the technique was implemented to assess its success. The teacher gave the positive responses to this strategy. The result of observation, in particular, the students get motivated in the classroom learning process

The researcher and the teacher were pleased and proud of the students' increased vocabulary growth after seeing the change in results from the first to the second post-test. This demonstrates that the work put into establishing the Fly Swatter Game was carried out well. This game can make students more active in the class and improved the students' vocabulary mastery. It is supported by Lubis (2017: 67), The use of Fly Swatter Game can assist the English teacher in teaching vocabulary, while also increasing the students' vocabulary. The students can remember stronger about the vocabulary that have been given by implementing the Fly Swatter Game and students become more focused and motivated as a result of changes in learning activities in the second cycle. Abrar (2019:1), revealed that it also aids the teacher in focusing the students' attention on the learning process without getting them bored with English.

Jufa (2020) said that the teacher and student connection was improved by employing the Swatter Game to teach vocabulary and integrating the students in the teaching and learning process. The students could utilize Fly Swatter Game to memorize and remember their language, based on their observations and the results of their test. It could be inferred that by playing Fly Swatter Game, students can increase their vocabulary mastery. As a result, the Classroom Action Research was ended in the second cycle since 75% of students had met the accomplishment objective or pssed the KKM.

IV CONCLUSION

According to the findings of this action research, the use of Fly Swatter Game to seventh grade students at MTs Nahdlatut Thullab Omben Sampang has managed to improve students' vocabulary mastery, students' vocabulary achievement, as well as their interest and enthusiasm for learning English vocabulary; which has improved significantly. Those facts ware supported by the following.

Initially, the results of the exam revealed that students' vocabulary achievement had improved. Only 16,6% of students (4 students) passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in the pre-test, with a mean score of 53,6. Then, in the cycle 1 post-test, only 9 students out of 24 were able to pass the KKM, a rate of only 37.5%, and the mean score was 66. The difference between cycle 2's post-test and cycle 1's post-test was fairly considerable. The KKM was passed by 75% of students or 18 students, with an average score of 83,6. As a result, it met the success criteria.

The results from the teacher interview revealed that the teacher gave favourable reactions to Fly Swatter Game, indicating that it aided and encouraged students in improving their vocabulary mastery, and that it could be a different approach of teaching and learning vocabulary.

When the Fly Swatter Game was implemented, observational data revealed an increase in student interest for improving their vocabulary mastery. While there were no substantial changes at first, the modifications became more and more noticeable over time.

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A BRIEF LOOK ON BALINESE LANGUAGE MAINTENANCE AND SHIFT IN DENPASAR

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Abstract

Balinese language were spoken by Balinese that generally are multilingual speakers, since they would also need to be proficient in Indonesian and sometimes even have a good command of English; particularly those living in tourism area. Between Indonesian and English, the position of Balinese language in regard to the language maintenance and language shift can become a quite complex matter depending on the context and matter in conversation. This study tried to provide brief example of findings that indicated several factors that can insinuate the shift in language and the effort towards maintaining Balinese language.

***Keywords**: multilingual, language maintenance, language shift, context*

I INTRODUCTION

Despite the majority of Balinese community are Balinese language speakers, several aspects such as cultural change, religious change, media influence, labor migration and especially tourism can provide substantial incentives for language shift. The study examines language behavior of Balinese speakers in three different settings, selected strategically to measure the significance of context for language use. These three settings of language use are language use in (i) religious ceremony/practice, (ii) government offices (both main and branch offices), and (i) a royal family palace. Language use was recorded in spoken and written form (questionnaires filled out by the speakers) to support the findings.

Language maintenance cannot be separated with the study of language shift, since this shift is one of the factors that can threaten language maintenance. From the point of view of effort conducted to support language maintenance, Merti (2010) points out that language use in family, traditional markets, religious activities, cultural practices, art performances, and government policies can be seen as evidence to Balinese language maintenance. Furthermore, several factors that strengthen Balinese maintenance are Bali Post, Bali Aga, Orti Bali, and other examples of media in Bali. These examples have not adequately represented Balinese language maintenance in several other efforts, such as Balinese script signs (see Sena, 2017), social status in Balinese community, and even political or economic factor that can affect the government policies immensely. Therefore, this study focuses on the process of language maintenance and shift that can be seen through the speaker language use, along with the emphasize on context of language use that seemingly provide substantial contribution to the findings. This study attempts to elucidate categories that signify successful language maintenance and the process of language shift, as well as trying to explain the domains of context, which can be outlined in terms of Balinese community in Denpasar. Through observing Balinese language maintenance and shift in Denpasar, there are two aspects to be studied: (1) any speech level that underwent significant changes during Balinese language maintenance, and (2) the relationship of context and lexical shifts during Balinese language maintenance.

II MATERIALS AND METHODS

2.1 LITERATURE REVIEW

Kurniasih (2006) stated that the role of parents is very crucial to their children language preference in language shift and maintenance point of view. By taking account of several factors such as educational background, formal and non-formal domains, the social classes, and supported by findings on the language attitude, she points out the status of Indonesian language in Javanese community and the difference of language use in terms of both languages. In reference to Kurniasih (2006), Musgrave (2014) pointed out that regional languages in western part of the nation have better prospects for language maintenance than the many small languages in the east. Based on the language use in Java and Central Maluku, the comparison is clear, where Javanese language in the western part of the nation has

distinctive advantageous of the possibilities in educational system and the concern of large number of speakers. His findings also echoed by Kurniasih (2006), suggesting that the majority of children are taught by their mother using Indonesian language at home. These findings imply that there is a tendency of gender preference for language use, where women subconsciously prefer using Indonesian language to maintain equality to the men as well as countermeasure to social class impact.

Budiawan (2000) in his research of Balinese Diaspora in Lampung, suggest that when in the same multicultural context with Javanese language; because of transmigrate area, Balinese language is still well preserved in social activities. The contact between languages does not influence language shift but enrich their knowledge as multilingual speakers instead. These languages will then serve as salient marker to the social group in Lampung. Similar research also conducted by Malini (2011) in Lampung, which taken on elaborated approach that stated language interference occur between Balinese, Indonesian, and Javanese language. This interference occurs in phonological level that marked by changes of low vowels into middle vowels, and morphological level that marked with attachment of suffixes. Furthermore, amongst 6 of her findings on several factors that support Balinese language maintenance in Lampung, she also stated that transmigrated people have strong loyalty and great pride in Balinese cultures as well as the language. In align to Kurniasih (2006), Malini (2011) also stated that mastery of Balinese speech level is very low on younger generation or children. Language development in Lampung has generated a more neutral common register that mainly occur in vocabularies of greeting forms, activities, as well as quality and condition.

Another similar research by Djamereng (2014) also points out that Balinese speaker in Sukamaju, North Luwu, Sulawesi has also used the language as a mean of expressing cultural and self-identity in this transmigration area. It is interesting to figure out that language attitude of Balinese speakers in transmigration area often showed a positive attitude due to their feeling of proud on their homeland as a global tourism destination. Several major factors to Balinese language maintenance that Djamereng (2014) has stated are age, education, settlement pattern, mobility, bilingualism, religion, and culture. He also points out that positive language attitude does not guarantee language maintenance, since several interviewees state their reluctant in using Balinese language due to the feeling of afraid making mistakes.

In Bali, Putrayasa (2016) stated that Balinese language speaker does not able to meet their desired outcome from the language, where the mastery cannot provide added value to improve the standard of living. In his research, there are three strategies of Balinese language maintenance, such as encouraging Balinese language use in everyday family life, using it in social interaction of both customary and religious realm, and through education and teaching at school. The first strategy of encouraging Balinese language use in family context is not a viable option, since referring to Kurniasih (2006), the majority of parents in Indonesia will prefer using Indonesian language to their children due to the globalization and majority of social group demand. Another similar research in Bali by Maharani (2013) showed that through using story telling such as *I Lutung jak I Kakua*, *Pan Balang Tamak*, and *Siap Selem* on a total of 12 Banjar in Batubulan Village, Balinese speakers will inevitably convey Balinese language to their children in family context. This story telling is thought to hold significant part in consolidating morality and character reinforcement to the children. Her similar research in Ubud (2016) took more significant approach on Language maintenance by using contextual mapping of Balinese community. The first area is indicated to be able to maintain Balinese language due to their population of mostly *pengayah* (people who are alert and ready to give their devotion in various religious activities in Puri or the Royal Palace of Ubud), which imply the necessity to use higher speech levels of Balinese language. The second area also able to maintain Balinese language due to the nature of tourism places that generates strong ethnic awareness, which in turn, presented in the use of their mother tongue language. To her findings, it also pointed out that both areas also experiencing language shift to Indonesian and other foreign language (in the tourism area). Nevertheless, Balinese language maintenance is relatively strong due to the existence of Royal Palace and the social or religious activities (*ngayah*) involved around it. This research will aim at discovering the domain where this shift occurred, which is not mentioned specifically in her research.

Language maintenance can be supported by the speaker awareness to place the language as an important symbol of group identity (Holmes, 1992: 71). This concept justifies social phenomenon nowadays, where most Balinese language speakers realized how Bali has become a world tourism destination, which attract multilingual and multicultural people that interested in Balinese culture. Therefore, these speakers that directly (as in their occupation) or indirectly depend on the tourism aspect, will always greatly value their culture, and thus the language as a product of culture. In a

community with caste based social distribution, language change will occur from the highest caste down to the bottom, which will eventually accepted by the whole community. From this example, it suggests that two most important factors that affect language maintenance are variability of language use and social pressure experienced by the speaker of this language (Wardhaugh, 1984: 202, 210). While variability of language use can be explained through linguistic features, such as semantic properties, the social pressure will need to be based on the subject social status and contextual effect considerably.

In the context consideration to conduct this research, frequency of language use may help the effort of maintaining language (Holmes, 1992: 72). Furthermore, by looking at the relationship of age with language competence, these cases suggest that relatively young speakers of certain language will use a different form and preferences compared to the old speakers (Wardhaugh, 1984: 191). Based on gender, in most cases, women often show higher general language comprehension and usage compared to the men (Wardhaugh, 1984: 195). In Balinese community setting, the complexity of politeness used by the women shows how they comprehend higher speech level.

2.2 METHOD

The subject in this project will be ten main interviewees (five men and five women) based on three different contexts, which are during two different religious ceremonies/practices, in two different government offices, and in the royal family palace. Aside from interview to these ten speakers, questionnaires will be filled out by other Balinese speakers during the same setting of occurrence. Study will be conducted specifically in Denpasar, where numerous multilingual communities gathered. The recording of main interviewees will be done during three occasions of these three contexts; during religious ceremony conducted (mainly conversation occur to the priest and other family members), during meeting in the government office (mainly conversation occur to the seniors and juniors), and during daily conversation among the royal family members.

Religious ceremonies such as *Dewa Yadnya* (related to Gods) and Manusa Yadnya (related to people celebration) are taken into account, since religious aspect has already mixed in Balinese culture, i.e., the offering of the same ceremony can be different based on the place conducted, social status of the participants involved, and even the current economy status of the person / family in charge of the ceremony. Additional reason of relating these two ceremonies contexts is since both ceremonies are highly regarded by Balinese communities; where most of the time, Balinese people will see this ceremony as a benchmark of a person / family wealth. In the government offices, both main office and branch will be setting where this research conducted, since political power also serves tremendous effect on the social standing; i.e., over the past few years, political power has shifted to people from Singaraja (same place where the Governor came from), which caused the phenomenon where a lot of participants on that community were able to gain higher social status and/or occupation that related to politics, such as public servant. The consideration of taking royal family into account is due to the nature of social status (caste) in Bali and how these families will considerably uphold any values that may reside in any language units.

Data source will be gained through a set of indigenous language unit based on the subject language competence combined with the subject point of view on current Balinese language standing in the community. Several data gained in the religious ceremonies will be separated based on the religious technical terms and common cultural terms. In the political setting, language choice will be considered as a variable, where there are four different levels of politeness according to who one addresses and where one is oneself located within the Hindu caste system. While in the royal family setting, data obtained will be focused on distinctive language unit that is taken account through its own social class standing.

III RESULTS AND DISCUSSION

Following several short interviews to the subjects on all the contexts (settings) they were currently in, several interesting variables can be taken account. Out of the 10 speakers, 7 admitted that they tend to use Indonesian rather than Balinese upon stumbling on vocabularies that they were not familiar with or were not able to find its respective meaning in Balinese. The rest (3 speakers) would try to ask the person they were talking with (helping them memorize the vocabulary) and trying to describe it through object representation or associative meaning.

On the matter of language shift, aside from the stand of Indonesian as an option to the Balinese speakers, all speakers (10) were and will, upon asked, change their speech level from low to high, or vice versa. Balinese language has four different speech levels, ranging from the highest one (*Alus*

Singgih) that usually used to priests or royalty families down to the lowest one (*Kepara*) that usually used in daily conversation and towards very close friends or families. While some changes can occur, Indonesian still can serve as a way out to speakers' limited access on vocabularies, since Indonesian is considered as very formal as well. In different context of religion, Putra (2009) research on Balinese language spoken by Moslem speech community showed interesting finding as to how Moslem speech community in Pegayaman village will integrate their naming system to show their ethnic identity (as Moslem) and at the same time enhance their existence as a part of Balinese society. This code-mixing phenomenon expands from their naming system, up to terms of address, particle usage, and the use of other vocabularies. This kind of shift can suggest that while language shift can occur between different languages, it can also occur inside the language by the different speakers themselves.

Multilingual effect in a specific community does not guarantee occurrence of language change and language maintenance, though it will cause several cases of language shifts, due to different language use by the majority and minority group of respective community (Chaer, 2004: 148). Such as the way of people from different hierarchy class in Bali that has to shift to Indonesian language to reduce the possibility of making mistake in using the correct speech level. Therefore, it is unclear as to what aspects that can support or justify the effort of language maintenance. The concept of maintenance in language maintenance does not refer to a stagnant term; it has the possibility of including language change in smaller scope, due to the internal development and/or any contact to other languages. Nevertheless, several language subsystems such as phonology, morphology, syntactic, semantic, and core lexicon should still intact (Winford, 2003: 11). In the case of Balinese language, several semantic properties may also shift due to the variety of dialects.

In the respective gender, 4 out of the 5 women can speak and maintain fluent high speech level of Balinese, while only 2 out of the 5 men can perform similarly. One of the reasons this occur might be because Balinese values men as the head of the family, which tend to receive more command of respect in family setting. For example, marriage by couples of different castes were only possible when done by higher caste of the groom's family, while if it was done in the opposite, the bride (who are of a higher caste than the groom) will be frowned upon for choosing someone from a lower caste. In correlation to gender, the three settings also produced findings, where 8 out of the 10 speakers will tend to use higher speech levels to the priest or any other key person involved in the ceremony, to their seniors or supervisor in the context of meeting, and to the head of the family in royal family context. The other 2 out of the 10 speakers will keep on using Indonesian, even though they were quite fluent in Balinese, to enable a safer option in their communication. Aside from the use of Balinese in a formal government meeting (which usually done in Indonesian), one interesting finding to note in this respect was how some royal family members (the women) who tend to use relatively higher speech level when speaking with someone older (parents, parent-in-law, or other older family members who are not so distant), would not use so much higher speech level when talking to their husband (which in fact, usually is the head of the family). This can indicate that 'distant' of relationship from the speakers can triumph the aspect of general context (i.e., royal family status). Moreover, 6 out of the 10 Balinese speakers would agree that if they were to fail in producing Balinese language on a particular speech level during a certain context, it would generally deteriorate their conversation and sometimes worsen their relationship with the other speaker (interestingly, the use a sudden higher speech level to a very close friend can create distances and misunderstanding as well). This can suggest that relationship of 'power' and 'status' in the respective context can add or diminish appropriate speech level that correspond to their needs. While the use of Balinese rather than Indonesian even in formal non-religious, non-cultural settings (i.e., formal government meetings) can be a clear example of the effort in language maintenance, the language shift that occurred in the other settings (contexts) can also be a sign that controls have to be put in place so that these factors (e.g., age, caste, position, or gender) would not greatly affect the occurrence of language shifts.

IV CONCLUSION

In summary, upon the findings seen through considering gender, context, and social status or hierarchy, there are two conclusions to be drawn: (1) vocabularies and phrases will be replaced abruptly due to the pursuit of common understanding during conversation; (2) if the language needed in particular context; Balinese speakers are obliged to adjust their speech level. The following findings can prove beneficial to future studies to consider these aspects in discussing language maintenance and shift; particularly, that of Balinese language.

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