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EXPLORING LEARNERS' EMOTIONS AND TEACHERS' STRATEGIES IN DEALING WITH THEM IN EFL CONTEXTS

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Abstract

The study on emotions is particularly important as it is expected to influence people's overall health (Rezapour:2022), then it develops into guilt, embarrassment, shock, pride, and empathy. Based on their experience, this emotion will develop continuously; each of them has different ways of handling it. Understanding students' emotion is important in the process of studying and receiving any knowledge. This research focuses on one of the private schools located in Malang city. The researchers carried out an interview for more or less sixteen until thirty minutes each, which means around 59 minutes in total. By using the Indonesian language, the researchers conducted the interview with all of the participants face-to-face. Some causes of students' negative emotions appear such as 1) Do not like the teacher and the subject, 2) Unstable emotions, 3) Class conditions, and 4) Classmates' Effect. Teachers need to fix students' negative emotions so that the teaching and learning process will run smoothly.

Keywords: *Emotion, EFL, Negative emotions, positive emotions*

I INTRODUCTION

The study on emotions is particularly important as it is expected to influence people's overall health (Rezapour:2022), then it develops into guilt, embarrassment, shock, pride, and empathy. People start to feel basic emotions from a baby. Gu (2019) stated that there are four basic types of emotions: Happiness, sadness, fear, and anger are associated in different ways with the three main influences: reward (happiness), punishment (sadness), and stress (fear and anger). Based on their experience, this emotion will develop continuously; each of them has different ways of handling it. According to Amalinda (2021) parents play an important role in children's development, so the implications of applying daily habituation and teacher cooperation include guiding the process of children's development through daily habituation is stimulating learning in children.

Students' emotional development is needed to be guided and directed so parents' and teachers' roles are important in guiding their emotional development progress. Cristovao (2020) stated that teachers are students' primary emotional guides, and the foundation for fostering emotional balance within a group is the ability to recognize, understand, and manage students' emotions. Understanding students' emotion is important in the process of studying and receiving any knowledge. It is important in understanding students' language learning and their emotion in order to know the best solution early to the obstacles that will happen to our students (Safitri: 2021) in their studies.

After finishing Kindergarten school, students are ready for the Elementary school era with more complex emotional feelings. How they respond and react to many incidents around them is deeper and full of curiosity. There are two kinds of emotions in general. Those are positive and negative emotions. Positive emotion is expressed by feelings of happiness, joy, gladness, pride, and so on. While negative emotion is expressed by feelings of sadness, disappointment, hurt, and so on. As discussed by Alfaeni (2022) negative emotions should be managed, so that positive emotions can blossom. Understanding emotion is important so that students can respond to the incident around them appropriately (Bebeclub, 2022). By knowing their own emotion, students are able to show their deviation around. Wardhani (2021) stated that not only the emotion of the students but also teachers' emotions are important to be known. Without it, it will be hard for the students to place themselves in society and it also gives influences their character building.

Character building cannot be separated from emotional development, which greatly influences students' feelings. This emotional development points to students' reactions to every feeling they feel, their point of view in solving the problem, take the decision, and their behavior. Emotional development is also connected with how students understand why something happened, know others' feelings, and develop them. Students who can manage their feelings later can develop a positive image and be confident. As stated by Medise (2022), social and emotional skills are increasingly recognized as important for children to succeed in school and later into adulthood.

In Malang, there is one bilingual school. Two bilingual languages, they are English and Arabic. Students use both languages in their everyday activities in school. Both languages are not their everyday language use in the home. So, still, English and Arabic are hard for them to learn. As explained by Aladdin (2021), Arabic was difficult to learn from pronunciation, and later from the writing system and spelling [orthography]. In this case, both languages, especially English, are not used in their daily conversation. This case, more or less, will give some effect on students' emotions in the teaching and learning process in the class. How they have to learn something difficult, how they can follow class, and how teachers' roles are applied in this condition.

There are two journals that are related to this article. The first article is from Pertiwi (2022), in her article, she discussed the obstacle to teaching English to young learners. At this time, this article also wants to discuss the teachers' strategies for teaching young learners. In differ, this article is focused on teachers' strategies for handling students in the teaching and learning process through their emotions. Based on her research, there are 7 points of challenges in teaching English in Elementary School, accused of (1) Having knowledge of languages other than English, (2) Having less motivation (3) Having a negative perception of English (4) Pressuring time (5) Inadequate teaching and learning resources; (6) Cluttered classrooms; condition and (7) Fear of speaking. The second previous study is from Alfaeni (2022) who explained through her research that Students have their own techniques for dealing with their emotions. The purpose of this study was to clarify why students are anxious, nervous, and indifferent to learning English, and how they can overcome their emotional intelligence. The result found that there are four categories of students' emotional intelligence: Anxious (42.75%), Feeling nervous (26%), Feeling embarrassed (19.75%), and Unsure (5.25%). The result shows that many students felt insecure about learning English, and the only way to overcome their emotional intelligence was to engage in English learning intensively.

The first article shows the obstacles in teaching English but not based on their emotion. The second article is right about students' emotions but it is for Senior High School. In this condition, the researcher wants to conduct research related to students' emotions and it is for Elementary Schools because there is still a lack of people who make research related to both conditions. The researcher hopes that this research can benefit other researchers, especially those who want to do research related to this topic.

Knowing the cause of students' negative emotions appearing in the class is important to keep teaching and learning running smoothly. Therefore, this research will explain some causes stated above. This research is interesting to read because, in this research, the result is not just stated the cause of students' emotion appears. But, after knowing the causes of students' negative emotions, the teachers also know the way in handling those situations. In summary, through this research, the readers, especially the teachers, will know what are the causes of students' negative emotions appearing in the class, so they can avoid that condition and they can also handle those conditions happen.

II METHOD

This research focuses on one of the private Elementary Schools located in Malang, East Java, Indonesia. There are more or less 30 teachers with 465 students from the first grade to the sixth grade in this school. This school is a bilingual school with two languages learned besides the Indonesian language. They are Arabic and English.

2.1 RESEARCH DESIGN AND PROCEDURE

This study used a qualitative approach with a case study as the design. The data were collected from questionnaires. We get deeper information through interviews with both teachers. We carried out an interview for more or less sixteen to thirty minutes each, which means around 59 minutes. Using Indonesian language, we conducted the interview with all participants face-to-face. Finally, we recorded the interview and then transcript it into written text.

2.2 RESEARCH PARTICIPANTS

Table 1. Interviewed participants (teachers)

No	Name (pseudonym)	Gender	S1 Study	CODE	English Teaching Experiences
1	Mrs. Ati	Female	S1 Elementary	Teacher	4 years

			School	1 (T1)	
2	Mr. Surya	Male	S1 English Education	Teacher 2 (T2)	13 years

The participants of this research are four English teachers who gave responds to the questionnaires, and then the researcher interviewed these 2 teachers in this school.

III FINDINGS AND DISCUSSION

3.1 FINDINGS

Positive and negative emotions are important in daily life, especially in teaching and learning. Knowing students' emotions will give effects the teaching and learning process. Emotions can shape how teachers teach and affect learners' willingness to learn what they have learned (Richards:2022). Positive emotions include love, joy, optimism, humor, pride, awe, and hope. While negative emotions include sadness, disappointment, down, sorrow, etc. By knowing their emotions before the teaching and learning process started, teachers can manage class easily and the class will run conditionally. Besides, it will make teachers easier in delivering the material. There are some causes found by the researcher related to students' negative emotions. Negative emotion is sometimes challenging to handle, but it does not mean cannot be handled.

Based on those two emotions stated, every people strongly agree that positivity is better than negativity, and so do emotions. Positive emotions are the best choice over negative ones. As stated by Tan (2021), In improving academic performance, positive academic emotions are better than negative academic emotions.

3.1.1 CAUSE OF NEGATIVE EMOTION APPEARANCE

There are some causes to negative emotional appearance in the students. In this case, the researcher explained one by one based on the interview results. Those are:

3.1.1.1 Does not like the teacher and the subject

One of the causes of students' emotions is they do not like the teachers and the subject. English is one of the most dislike subjects for students. Based on the condition explained, they will get angry easier in class and ignore the teachers' explanations.

(T1) There was a student who did not like the teacher, then he keeps giving negative emotions in the class by being angry and argue their friends. He did not give any response to his teachers, did not pay attention, and do everything in the class by himself. Because he did not like the teacher.

(T2) Emotion can build from like and dislike. When we meet someone, we do not like, sometimes we automatically feel in a bad mood. On the other sides, when we meet someone, we like, the bad mood feeling will automatically disappear. So, liking and dislike to someone or something have a big influence on students' emotional feelings.

Students who disliked school experienced an overall attachment to the lower school (Graham:2022). Their teacher dislikes giving effect to the subject which students want to learn. The feedback given by the students is connected with the teacher's provision. The way the teacher gives the material, class management, and class conditioning is important to give a positive effect on the students. As discussed by Alia (2021), the more professional the teacher, the better the learning process, and the high quality of achievement of learning objectives as teachers play a major role in learning. So, they will be happy and enjoy every minute of the learning process with their teachers. The way the material is given to the students must be interesting and students should not be passive participants in the class. English teachers use different kinds of authentic teaching materials such as images, videos, songs, etc. with multiple criteria like relevance, excitement, clarity, and up-to-date (Mufarrohah:2022).

In this private Elementary school, the teachers try to give the appropriate material to their students. By finding and asking other people and searching through some available applications, they succeeded to apply them to their students. For them, not only delivering the material but also the way it delivers is

also important. How to make students more active in the class and create a “happy class” is their motto in the teaching process.

(T1) The material given should be interesting and challenging, the way it delivers is important. Students should not be passive participants they should be more active in the learning process.

(T2) Not only English, but teachers should also be more creative and give an extra strategy to build students' liking in all of the subjects. So, how students want to, and how their happiness feeling appears to learn is a teacher's duty.

Teachers need to motivate students despite the class load and need to teach more optimally and creatively with limited time each week :2020). By using engaging teaching materials, students' topics are easily discussed and situations are more fun and memorable (Sukritiningsih:2022). The more interesting the material is, the higher students' curiosity to study deeper. One of the most interesting ways to turn on the class activeness is “teaching by playing”. Playing games in the process of learning will make students more enthusiastic and motivated, especially educational games. Learning games are now used as an innovative media and educational strategy to achieve more effective learning and tend to positively affect the learning process (Syahidi:2021).

(T1) the first that teachers should do is teach from the heart. What are our goals, for students, teach with love. As a teacher, we should have many methods and tricks for them.

In this private Elementary School, the way the teachers create an interesting English class is by delivering the material through games. For teachers, students need to like the teachers first, then they will easier receive the material. Therefore, the teachers in this school show their best creativity in making their students love them, especially the lesson.

3.1.1.2 Unstable emotions

As the researcher stated in the background of the study, students are ready for the Elementary school era with more complex emotional feelings. The chance of them having unstable emotions is bigger and higher.

(T1) All this time, I faced different and unstable moods of the students. In the beginning, they feel a bad mood, laziness, and lack of spirit. I just let them flow. I ignore them. After a few times, they will follow me. All of their laziness and bad mood just went automatically. So, their unstable moods are still predictable.

(T2) Students have unstable emotions, which means that now they are in a bad mood, a half or one hour later, their mood is better. As I ever experienced, there is a student who has a problem with his friend, he was fighting and felt angry. But, one hour later, they are talking and laughing together. Keep their relationship tightly.

Although students' unstable emotions are still resolved, they still give an effect on their learning process. In other words, students' emotional stability is important in the learning process but Elementary School students, still lack emotional stability. As stated by Gagani (2021). the concept of emotional stability is the ability to maintain one's emotional balance under pressure. Again, in handling this condition, teachers are playing important role in making their students' emotional balance keep stable. Singing a song and ice-breaking can be some relative ways in stabilizing students' emotions.

(T1) So that's the key, what the teachers have, the cause of students' emotions, that's why before teaching and learning process we can clapping, singing, or story telling first. That is what me myself always do.

Therefore, besides applying some games in the teaching and learning process, the teachers also show some ice-breaking and sing songs together with their students. Those are also their ways in creating a “happy class”.

3.1.1.3 *Class condition*

The condition of the class can be the reason for students' emotional appearance. Whether the class is fresh, hot, cold, and so on also gives effect the students' emotions. Yustri (2022) discussed in her article that a good classroom environment is one of the pillars of enhancing student learning.

(T2) When the day is already afternoon, the students become tired, feel hot in their class, and they will get angry easily. The unconducive class and the wheatear which are not supported can build a bad mood feeling for them.

Based on Pule (2021), a healthy learning environment that supports children must be enthusiastic and conducive to learning and working. A cozy class influences students pleasant in the classroom. Not only for the students but also for the teachers. If the class condition, management, and also temperature go well, the teaching and learning process in the class will also run conditionally. As stated by Boix (2021), indoor temperature, indoor humidity, and outdoor-to-indoor temperature differences largely explain the teacher's lower perception of mood and lower student perception of behaviour and affect students' perception of behaviour.

Therefore, in fixing class conditions in the afternoon, teachers add a fan in the class and do outdoor learning. In front of the class or in other rooms in the school such as the computer laboratories, yard, and other places. Those are some ways in avoiding uncomfortable class conditions. The more comfortable the class is, the more positive emotions appear, and the easier material will be received.

3.1.1.4 *Classmates' condition*

Friends can be the reason for students' emotions. When a student has a good mood and suddenly his friend does something annoying, his mood will change automatically. Flirting, hitting, and many other things can give effect students' moods.

(T2) "Because of unpredicted conditions, is already afternoon, and they feel hot because of the weather or maybe they were offended with their friends, their teachers, and other things. When they have a problem with their friend, do not like the subject, and they will feel bad mood soon."

(T1) "... sometimes they bother others to express their feeling of bored or something. So, they express their feeling by bothering others, so the teaching and learning process will automatically be disturbed because of them.

Students have their own ways to resolve their negative emotions. Bothering their classmates is one of their ways of expressing their negative emotions. Experiences with classmates can affect an adolescent's academic, emotional, and social development (Mertens, 2021).

3.2 DISCUSSION

Based on the findings, there are many things that caused students' negative emotions to appear. The first one is because the students do not like the teachers or the subject. That is an English lesson. Outside of the classroom, English is rarely used in everyday life and students have no opportunity to learn English informally (Getie, 2019). Because of its rare existence in people's daily life, English is strange for many students. That is the main reason of students feeling in disliking English.

From a teacher's perspective, they must have creative teaching skills to prepare them to meet the expectations of the curriculum (Andrea, 2020). Teachers' creativity gives a big effect on teaching and learning process fluency. The more creative the teacher is, the more the teaching and learning process will grow, develop, and full of joy. Therefore, teachers' creativity influences fixing students' perspectives in disliking them.

The second finding is that students' unstable emotions influence the English teaching and learning process. Emotionally stable students manage stress better (Gagani, 2021). It is different for students who have unstable emotions. They cannot control their negative emotion easily, and sometimes they still need other people to handle their negative emotions.

The third finding is that causes students' negative emotions to appear as stated in the finding is the condition of the class. Improving the classroom environment encourages group work and improves student learning (Malik, 2018). Therefore, the class conditions also give affect the appearance of

students' negative emotions. It influences the teaching and learning process fluency in the class. An uncomfortable class will make students not focus on the material delivered by the teacher.

The last factor is the classmates' effect. Classmates can also give effect students' negative emotions. In other ways, it is also how they express their emotions. When students feel bored by disliking the subject or the teachers, they will do something to cheer themselves up. On the other hand, classmates can also give a positive effect on other students. In summary, classmates greatly influence students' teaching and learning processes in class. Support (support, encouragement, praise, appreciation) from classmates has a positive impact on students' interest in learning English (Fitriati, 2022).

IV CONCLUSION

There are two kinds of emotions in general. Those are positive and negative emotions. Positive emotion is expressed by feelings of happiness, joy, gladness, pride, and so on. While negative emotion is expressed by feelings of sadness, disappointment, hurt, and so on. Understanding students' emotions is important in studying and receiving knowledge. Based on the discussion written in the findings, the conclusion is there are some causes that make students' negative emotions appear such as 1) Do not like the teacher and the subject, 2) Unstable emotions, 3) Class conditions, and 4) Classmates' Effect. Teachers need to fix all of those students' negative emotions appear so that the teaching and learning process will run smoothly. Creating a "happy class" is the key to the smoothness of teaching and learning process. Interesting learning and creative method can also be a way in creating a conditional class. By making students like the teachers, enjoy the class, and interested in the subject, the material will be received easily.

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SEXIST LANGUAGE IN INDONESIAN VIA METAPHOR AND TRANSITIVITY: AN EXPLORATORY STUDY

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Abstract

This paper discusses how stereotypes and/or attitudes and positions of women and men are reflected in sexist language, focusing on metaphorical sexist expressions and the study of syntactic structures such as transitivity and grammatical relations. Based on qualitative analysis of web-based linguistic data and two novels from a female author, we found that metaphorical sexist expressions in Indonesian conceptualise women as ANIMALS, COMMODITIES/GOODS, FOODS, and DUMPING SITES, indicating negative attitudes towards women. In terms of the transitivity analysis, we illustrate that the women character is portrayed as the undergoer of the action enacted by the man-actor. Overall, the findings indicate that unfavourable attitudes towards women can still be found in language and that could call for a change in language use without discriminating against women.

Keywords: sexist language, metaphor, transitivity, sociolinguistics

I INTRODUCTION

The study of language and gender, according to Meyerhoff (2006, p. 201), is characterised by the debate around the pros and cons associated with different ways of conceptualising the relationship between language and society. According to Coates (2007, p. 62), gender differences in language use are directly related to the relative social power of male speakers and the relative powerlessness of female speakers. In social groups, this notion made women to be often seen as a minority while men are the majority (Coates, 1986, p. 12); such an imbalance view is known as sexism, a behaviour that maintains inequality between men and women, so that sexist attitudes stereotype someone based on gender, rather than evaluating individual achievements and abilities (Holmes, 2001, p. 305) (cf. §2.2). This non-parallel treatment of men and women is a feature present in most languages and language communities (Pauwels, 2003, p. 553). Actions that view men as prototypes for human representation led women to a status that makes them someone who is “invisible”, “unnatural (marked)”, and “subsumed” (Pauwels, 2003, p. 553). At the heart of feminist activists and experts is the attention to changing language that is discriminatory against women and which seems to downplay women-related activities. A related endeavour is to change the way women are represented in advertisements, newspapers and magazines, as well as the way they are addressed in texts and in interactions (Mills, 2008).

In this paper, we discuss and illustrate how stereotypes (see §2.3) and/or attitudes and positions of women and men are reflected in language. The rationale of this aim is that until now, the representation of women and men is still seen as asymmetrical, which could be reflected in language, which is called sexist language (Wareing, 2004, p. 76; Mills, 2008, p. 38; Weatherall, 2002, p. 12; Payne, 2001, p. 112) (see §2.4 for details). The aim is in line with Holmes’ (2001, p. 305) assertion that the focus of research on sexism (§2.2) and sexist language (§2.4) lies in how language is used to convey negative attitudes towards women; the expression evoking such an attitude is also the focus of this paper. However, until recently, it was still being debated whether language could actually be sexist towards men, or only towards women (Wareing, 2004).

Eckert and McConnell-Ginet (2003, p. 215) and Holmes (2001, p. 305) note that sexist language is often expressed metaphorically. Following up on this, this paper will present data on sexist language with metaphorical nuances (§2.5 and §4.1) that evoke semantic derogations for women. In addition to metaphorical expressions, the syntactic aspect of transitivity (§2.6 and §4.2) in the use of language in the text will also be discussed to show one’s perspective on women in relation to their position with men. Through the analysis of what is said and how it is said (R. Lakoff, 1975, p. 1), if she is a woman, or talking about women whoever they are, one can gain insight into how a person feels—about herself, about women. This is because language conveys attitudes (Holmes, 2001, p. 305).

II MATERIALS AND METHOD

2.1 THEORETICAL CONCEPTS

2.1.1 SEX OR GENDER?

In sociolinguistics, sex is increasingly limited to the biological and physiological differences between men and women (Meyerhoff, 2006, p. 201). According to Eckert and McConnell-Ginet (2003, p. 10), and Wareing (2004, p. 76), sex is a biological classification, usually fixed before birth and based primarily on reproductive potential. In other words, sex is something that we possess and can be defined according to objective and scientific criteria—namely the number of X chromosomes in a person (Meyerhoff, 2006, p. 202).

In contrast, gender denotes a social identity that emerges or is built through social actions (Meyerhoff, 2006, p. 201). This is in line with Eckert and McConnell-Ginet's (2003, p. 10) emphasis that “gender is not something we are born with and not something we **have**, but something we **do**—something we **perform**” (boldface in original). Gender is a socially constructed category based on sex and most societies now operate based on two types of gender, namely masculine and feminine (Coates, 2007, p. 63). Meyerhoff (2006, p. 202) concludes that gender is a social property: something acquired or built through our relationships with others and through individual adherence to certain cultural norms and restrictions. Gender is a social elaboration of sex, and “gender builds on biological sex” (Eckert & McConnell-Ginet, 2003, p. 10). It is worth noting that this paper will not pursue LGBTQ issues any further.

2.1.2 SEXISM

Mills (2008, pp. 1–2) emphasises that sexism, like racism and other forms of language discrimination, is rooted in greater social power, wider power inequalities, and finally, the ongoing conflict between men and women, especially in public activities, regarding who has the right to certain positions and resources.

Sexism is not just a statement that seems to constantly focus on gender when it is irrelevant. A statement can be considered sexist if it is based on outdated beliefs and stereotypes when it is used to refer to certain women (e.g., “Look at you crying over this film”—suggesting women are very emotional) (Mills, 2008, p. 2). A further factor for a statement being judged as sexist is when it emphasises that male experience is human experience in general, and when the statement is based on the presupposition that any activity related to women is secondary to that of men (e.g., “Women tennis players get lower prize money at Wimbledon because the game is less exciting”) (Mills, 2008, p. 2). From these two examples, it can be seen that none of the linguistic elements (i.e., words) in those two expressions is sexist; it is the belief system expressed that is sexist, which sees that women are certainly different from and inferior to men (Mills, 2008, pp. 3, 10).

In sum, it is essential to note that sexism is not only seen from the elements of language but also from beliefs or discourses about men and women that are displayed in and conveyed through the language (Mills, 2008, p. 3). We ought to be able to distinguish between statements that can be classified as sexist (based on stereotypical knowledge or the gender discourse that appears to underlie them) and linguistic features that indicate sexism in most contexts (Mills, 2008, p. 11).

2.1.3 STEREOTYPES

When talking about sexism, the notion of “stereotype” is often brought up, and it is often assumed that we all have access to the same stereotypes. Stereotypes are hypothesised based on structural inequalities, although it is important not to generalise too much about stereotypes of men and women (as they are formed from specific contexts) (Mills, 2008, p. 126). According to Bourdieu (cited in Mills, 2008, p. 126), stereotypes can be defined as “a fixed set of characteristics than as a range of possible scripts or scenarios (sets of features, roles, and possible narrative sequences) that we hypothesise”. Bourdieu's view suggests that some extreme aspects, which are seen and imagined, from the behaviour of several out-group members, are assumed and then these features are generalised to the group. Assumptions about stereotypes usually (i) reflect judgments about men and women, and (ii) establish notions, often unconsciously, about what is appropriate (Mills, 2008, pp. 126–127). Geeraerts (2008, pp. 26–27) states that “stereotypes and prototypes alike involve semantic information that is salient within a category but that is not sufficient to adequately characterise the category as a whole”. Stereotypes are prototypes viewed from a social angle and are social entities (Geeraerts, 2008, p. 27).

2.1.4 SEXIST LANGUAGE

Holmes (2001, p. 305) states that sexist language is a medium that can be used by a culture or society to convey its values from one group to another, and from generation to generation. Sexist language displays the inequality of men and women as if members of one sex seem less completely human and less complex and have fewer rights than members of the other sex (Wareing, 2004, p. 76; Payne, 2001, p. 112). Sexist language also displays stereotypes of women and men, which sometimes harms the men, but more often impacts the women (Wareing, 2004, p. 76; Weatherall, 2002, p. 12).

Fiksdal (2008, p. 422) indicates that gender differences in language exist in the way men and women use linguistic features (e.g., phonology, syntax, metaphors [cf. §2.5 and §4.1]) or certain discourse strategies (e.g., turn allocation), amongst others. Moreover, Mills (2008, p. 10) notes that sexist language can refer to a wide range of linguistic elements, from (i) generic pronouns (e.g., the English pronoun *he* used to refer to both male and female), (ii) words suffixed with *-ette* indicating female (e.g., *usherette*), nouns referring to male and female (e.g., *landlord* and *landlady*, or *manager* and *manageress*, which seem to have a range different meanings), (iii) swearing expressions that seem different for boys and girls (cf. Ningrum et al., 2021), (iv) names given to us and used for parts of our bodies, etc.

Eckert and McConnell-Ginet (2003, p. 215) and Holmes (2001, p. 305) also state that sexist language that conveys negative attitudes towards women is often expressed metaphorically (to be explained in §2.5 below and illustrated in §4.1). Much of what is termed ‘sexist language’ is felt to be offensive/derogatory because problematic attitudes lie behind metaphorical identifications with women and their sexes, for example, commodities, small animals, and with fruit or other desserts (Eckert & McConnell-Ginet, 2003, p. 220).

2.1.5 METAPHOR

The concept of metaphor in this paper is adopted from the Conceptual Metaphor Theory (CMT) (G. Lakoff & Johnson, 1980, 1999; Kövecses, 2010), a contemporary theory of metaphor widely recognised in the last 30 years proposing metaphor as a central cognitive process. Contrary to the classical view of metaphor, Lakoff and Johnson (1980, 1999) argue that metaphor permeates humans’ everyday life, including not only language but also thoughts and actions. Metaphor plays a very important role in the human mind as the mechanism to conceptualise the world and its activities (G. Lakoff & Johnson, 1980, p. 3; Deignan, 2005, p. 13; Gibbs, 2008, p. 3). As an example, the way we understand and talk about abstract concepts such as emotions is largely metaphorical in nature. For instance, across many different languages (cf. Kövecses, 2000) including Indonesian (I. M. Rajeg, 2013; G. P. W. Rajeg, 2014), anger can be talked about using vocabulary from the domain of fire (e.g., *api kemarahan berkobar* ‘blazing fire of anger’; *memadamkan kemurkaan* ‘extinguish [the] wrath’; data from Table 1 in G. P. W. Rajeg (2014, p. 165)). In CMT, metaphor is viewed to arise from the interaction between the brain, body, language and culture (Gibbs, 2008, p. 4). Concerning the role of sexist language in conveying negative attitudes towards women (cf. §I), metaphorical language could play a central role as indicated by Charteris-Black (2005, p. 13):

“Metaphor influences our beliefs, attitudes and values because it uses language to activate unconscious emotional associations and it influences the values that we place on ideas and beliefs on a scale of goodness and badness. It does this by transferring positive or negative associations of various source words to a target metaphor.”

We will, in §3.1, discuss data manifesting Charteris-Black’s quote above.

2.1.6 TRANSITIVITY

Sexism as discussed in §2.2 and §2.4 can be evoked not only via specific words, but also via the entire utterance, a sentence, or a longer text (Wareing, 2004, p. 82). One aspect in the analysis of a sentence relevant to sexist language is “transitivity”.

Transitivity is one part of the Systemic Functional Linguistics (SFL) theory developed by Halliday (1994) (see also Eggins, 2004, for an introduction). As viewed in SFL, transitivity serves to convey the type of process or experience: action, event, conscious process, and relationships (Halliday, 1994). Halliday (1994, p. 101) adds that the process which is expressed through language is the result of our conception of the world or point of view. The transitivity model provides a way to find out how certain linguistic structures in a text point to different viewpoints or mindsets towards the world or one’s

ideology, both traditional and in special circumstances. The viewpoint in this paper is related to the view towards sex and gender.

The transitivity analysis in this paper is guided by the question of “who or what does what to whom or what” (Mills, 2008, p. 69). This question is also central to the study of syntax. Concerning sexism, in many literary works, there is often a tendency for female characters to be grammatically presented as objects of the actions of other characters; as an end-point of other actions, and in a position as an object compared to a subject position (Mills, 2008, p. 69). Wareing (1994, as cited in Mills, 2008) states that even in women’s literary works, where initially the female characters are active and confident, there is still a tendency for the characters to be shown as passive at certain crucial moments in the text, for example in sexual scenes (see §3.2 for some evidence and the discussion).

2.2 METHODOLOGY

The illustrative Indonesian data in this study will be taken from authentic language use on the web and two novels by a female author Oka Rusmini (Rusmini, 2000, 2003); this author is famous for her novels that focus on women's portrayal, especially against the socio-cultural background of Bali. The web-based data is given the URL via the footnote while the novel source is provided with an in-text citation. If none of these sources was given, the data would be provided introspectively by the authors. It is important to emphasise at the outset that the nature of this paper is mainly qualitative and exploratory. Further studies with a larger pool of datasets are needed to further substantiate the proposal presented in this paper.

III RESULTS AND DISCUSSION

In the following two sections, examples of Indonesian sexist expressions will be presented, together with the discussion of textbook-example from English as a comparison (citation to the author will be given in the main text after the example). In §3.1, we show several forms of sexual metaphors and their impact on women’s views. Then, §3.2 presents a discussion on sexist language as reflected in the sentence’s syntactic structure related to transitivity.

3.1 METAPHORICAL SEXIST EXPRESSIONS

In the Conceptual Metaphor Theory (CMT; §2.5), metaphor is defined as a process of understanding a conceptual domain (the so-called the target-domain or tenor) using knowledge from another conceptual domain (namely the source domain or vehicle) (Kövecses, 2010). The examples include thinking and talking about (i) LIFE via the concept of TRAVEL/JOURNEY (*Hidupnya sedang melalui jalan terjal* ‘his life is going through a steep road’), (ii) ARGUMENTATION via the concept of WAR/FIGHT (Bersilat lidah ‘crossed tongues’), or (iii) LOVE via the concept of INSANITY (*Dia tergila-gila pada dirimu* ‘(s)he is crazy about you’), amongst others.

According to Eckert and McConnell-Ginet (2003, p. 215), vocabularies and concepts related to sex and gender are widely used as the metaphorical source domain to talk about another concept (see the linguistic examples for Indonesian below). “Sexual metaphor” highlights a marked tendency to use the conception of male-female differences in structuring speech and thought from a myriad of other differences (Haste, 1994 as cited in Eckert & McConnell-Ginet, 2003, p. 215). Particularly, sexual metaphor plays a central role in maintaining a sex-gender system that supports male dominance (Eckert & McConnell-Ginet, 2003, p. 215). One example is the feminists’ notion that English is a sexist language discriminating against women through metaphors as reflected in such words as bitch, ho (slang for whore), pimp, and faggot (Holmes, 2001, p. 305). The animal is another domain used in metaphor to characterise women as inferior to men. For example, the use of bitch for women indicates its negative traits compared to the use of studs and wolves for men (Holmes, 2001, p. 306).

Sex and gender can also be used as the target domain or tenor of a metaphor, for example, using elements from the sports field as a source domain for understanding (hetero)sexual relations, as in the following English expression: “I didn't get to first base with him”, which projects images of men actively defeating women as in a baseball game (Eckert & McConnell-Ginet, 2003, p. 220). Much of what is termed ‘sexist language’ is felt to be offensive/derogatory because problematic attitudes lie behind metaphorical identifications with women and their sexes, for example, commodities, small animals, and with fruit or other desserts (Eckert & McConnell-Ginet, 2003, p. 220). In the remainder of this section, we present examples of Indonesian metaphorical sexist expressions, starting with (4-1).

(3-1) *Hai manis, apa kabar-mu di sana?*
 hi sweet what news-your at there

'Hi sweetie, how is it going with you over there?'

Expression *hai manis* 'hi sweet(ie)' in (3-1) is often used to greet women. The word *manis* 'sweet' is used metaphorically by using the image of food, especially saccharine. Metaphorical expression based on the saccharine concept is also common in English, for example, *sweetie*, *honey*, and *sugar* (Holmes, 2001, p. 306). The use of terms such as 'sweet', which initially were neutral or loving, could eventually acquire a negative connotation when the term was used to address women with a focus on women as sexual objects (Holmes, 2001, p. 306). In Indonesian, it can be said that there are almost no food-related terms that seem appropriate to refer to men. Example (4-2) shows gender bias reflected in language based on animal metaphor.

(3-2) *keluar dari sini kamu wanita jalang (...)*
 go.out from here you woman wild/untreated.animal
 'get out of here, you bitch (lit. wild/untreated/non-domesticated animal)

The animal-related adjective *jalang* 'undomesticated; wild' in (3-2) often modifies *wanita* 'woman', illustrating how women are described as being like animals. The use of animal comparisons shows a less positive picture of women than men (Holmes, 2001, p. 305). Here is another example of an animal-based sexist metaphorical idiom.

(3-3) *mahasiswi (...)* *menjadikan* *ayam* *kampus sebagai profesi*
 female.univ.student make chicken campus as profession
untuk memenuhi *kebutuhan* *hidup*
 for fulfilling need life
 'a female university student (...) chose *prostitute* (lit. *campus chicken*) as a profession to fulfil life necessities'

Example (3-3) shows that woman working as a prostitute is metaphorically referred to as *ayam* 'chicken' the whole idiom *ayam kampus* meaning 'campus prostitute; that is a female student who also works as a prostitute'. These animal-based expressions for women also exist in English, for example, *chick*, *bitch*, *cougar*, and *kitten*. Even though neutrally *ayam* is not necessarily bad, the aspect of chicken highlighted in its use in the idiom *ayam kampus* could be its helplessness as a pet. The helplessness aspect is then mapped to the target domain of a woman, who is easy to handle and turns into a prostitute. Compare this with the use of animal metaphors for men which often have at least some positive components, such as sexual prowess (e.g., *macan* 'tiger' or *kuda* 'horse; stallion').

In the previous discussion, we show how sex/gender is metaphorically construed using another domain, such as animal. Next, as stated by Eckert and McConnell-Ginet (2003, p. 216), sex/gender can in turn be used as a metaphorical source domain for discussing various topics (see (3-4) and (3-5)). Women and their activities are often the primary source of the metaphors by which men construct a distinct sense of self, their relationship to the world, and their relationships with one another (Eckert & McConnell-Ginet, 2003, p. 217).

(3-4) *kiper M. Ridho (...)* *ingin* *gawang-nya* *tetap* *perawan*
 goalkeeper NAME want goalpost-his stay virgin
 'the goalkeeper, M. Ridho, (...) wants to keep his goalpost virgin'

(3-5) *sebuah skema permainan* *cantik* *melahirkan* *gol* *keempat*
 a scheme play; game pretty give.birth.to goal fourth
 'a beautiful game plan resulted in (lit. give birth to) the fourth goal'

Examples (3-4) and (3-5) are commonly uttered (mostly by men) in sports, especially football (a sport identical to men). Again, these expressions contain words sexist towards women (i.e., *perawan* 'virgin', *cantik* 'pretty; beautiful', *melahirkan* 'give birth to') because these words refer to women's conditions, characteristics, and activities. Intuitively, we never find the corresponding expressions that use words sexist towards men in that context. For example, replacing *perawan* '(female) virgin' with *perjaka* '(male) virgin' in (3-4) into *gawangnya tetap perjaka* 'the goal is still (male) virgin' sounds infelicitous. The same is true when we replace *cantik* 'pretty; beautiful' with *tampan/ganteng* 'handsome' in (3-5); it sounds unnatural and infelicitous.

Although the use of sexist words in (3-4) and (3-5) does not seem to evoke negative and offensive attitudes towards women, they clearly demonstrate how the realm of women is more conventionally used in the domain identical to men (i.e., football sport). This then could indicate the imbalance in the position of women and men. The construal that a football goalpost can be "virgin" as in (3-4) entails that the female sexual organ could be conceptualised as if it is a metaphorical goal that must be conquered as

in a game of football. This is shown in (3-6) below. A similar image, namely *sangkar* ‘cage’, is also attested (3-7).

- (3-6) *David mulai membobol gawang gadis itu*
 NAME start break.into goalpost girl that
dengan sangat hati-hati ia tahu jika dia masih virgin
 with very be.careful he know if she still virgin
 ‘David starts penetrating (lit. broke into the goalpost/vagina of) that girl with care, knowing that she is still a virgin’
- (3-7) *Kelamin yang menghinggapi sangkar perempuan itu.*
 sex.organ which overtake cage woman that
 ‘(it knows precisely how many) sex organs (i.e., penis) which have overtaken the cage of that woman.’

Despite the similarity in form between a goalpost and a cage, (3-6) and (3-7) suggest that women are construed as objects that must be conquered, in this case for example, sexually, as well as other things (e.g., power, domination, etc.). This contrasts with the image used to construe the male sexual organ. In Indonesian, the penis can be referred to as *senjata* ‘weapon’ (3-8) or even *rudal* ‘missile’ (3-9).

- (3-8) *Memperbesar ukuran senjata pria*
 enlarge size weapon male
 ‘Enlarging the size of the penis (lit. male weapon)’
- (3-9) *ia menendang rudal pria itu*
 (s)he kick missile male that
membuat sang pria kesakitan
 make the male get.hurt
 ‘(s)he kicked the man’s penis (lit. the man’s missile) making him hurt’

The implication of these metaphors is the view that men are portrayed as strong and powerful compared to women with respect to their same biological aspect (i.e., the construal of their sexual organ). The different choice of metaphor for women and men in examples (3-6) to (3-9) could be viewed as sexism because it tends to highlight the weak side of women. It raises gender bias in society regarding the views on women. The following examples illustrate other metaphorical expressions evoking negative attitudes towards women as if they are metaphorical objects for men.

- (3-10) Data from Rusmini (2000, p. 26)
laki dengan bebasnya memilih perempuan-perempuan baru
 man with freely choose women new
untuk mengalirkan limbah laki-laki-nya.
 for stream waste male-his
 ‘men freely chose new women to stream their manly waste (i.e., sperm)’

The implication of (3-10) is that women are viewed metaphorically as the ‘dumping place’ to channel men’s sexual desires; this desire is metonymically evoked by the word *limbah* ‘waste’ in *limbah laki-lakinya* ‘men’s manly waste/semens’. The opposite of this metaphor as applied to men is theoretically not the case.

Next, other examples in (3-11) and (3-12) show that women’s body is construed as food that men want to taste and eat.

- (3-11) Data from Rusmini (2000, p. 28)
laki-laki yang sering menjilati tubuh Sekar
 men who often lick body NAME
dengan mata mereka
 with eyes their
 ‘men who often lick Sekar’s body through their eyes....’
- (3-12) *Sebelum menikah siri, Farhat mengakui sempat*
 before be.married unregistered NAME admit ever.once
“mencicipi” tubuh molek Regina.
 taste body comely NAME
 ‘Before committing the unregistered marriage, Farhat admitted that he has once tasted Regina’s comely body’

Finally, (3-13) below indicates that women are considered as a commercial commodity that can be sold. Therefore, women who are prostitutes are often referred to as *barang* ‘goods’, which evokes a negative connotation.

- (3-13) Data from Rusmini (2000, p. 211)
Dari orang-orang Sadri mendengar, Kendran menjual seluruh tubuh-nya.
 from people NAME hear NAME sell entire body-her
 ‘Sadri heard from people that Kendrad sells her entire body’

In sum, all the metaphorical expressions above indicate that women are still considered inferior, subordinate, and discriminated against men.

3.2 SEXIST EXPRESSIONS VIA TRANSITIVITY

Transitivity analysis in this paper examines “who does what to whom” (Mills, 2008, p. 69). Such an analysis captures actions performed by actors against patients. We investigate the semantic roles men and women fill in the sentence. For that reason, we identify the use of passive and active sentences with transitive verbs with men and female participants. The following extracts exemplify transitivity in sentences with sexist nuances.

- (3-14) Data from Rusmini (2000, pp. 5–6)
Keringatlaki-laki itu benar-benar membuat=nya mabuk
 sweat man that truly make=her drunk
 ‘The sweat of that man truly made her (i.e., Sadri) drunk’

In (3-14), the change of state that Sadri experienced (namely being drunk, that is in this case losing control of his feelings) is not directly caused by the action of the man (namely Putu Sarma) (an example of indirect causation). However, semantically, an aspect of Putu Sarma (namely his sweat) had an impact on changes in Sadri’s (emotional) state. The role of the woman character as the affected here further suggests the view that women tend to be emotional and helpless.

Next, the examples in (3-15) to (3-17) below show the passive forms of transitive verbs *sentuh* ‘touch’ *perkosa* ‘rape’, and *peristri* ‘cause to become a wife’. In these sentences, women characters are the undergoer of the action performed by the men-actor. This further indicates the positioning of women as the end point of an action chain.

- (3-15) Data from Rusmini (2000, p. 56)
“Bagaimana mungkin seorang penari Joged yang tubuh-nya biasa di-sentuh laki-laki bisa menasihati cucu-ku dengan baik.”
 how possible a dancer name.of.a.dance which body-her usually PASS-touch men can advise grandchild-my with good
 ‘How is it possible that a Joged dancer, whose body usually gets touched by men, can offer good advice to my grandchildren’
- (3-16) Data from Rusmini (2000, pp. 36–37)
ibu Sekar di-perkosa oleh lebih dari tiga laki-laki.
 mother NAME PASS-rape by more from three man
 ‘Sekar’s mother was raped by more than three men.’
- (3-17) Data from Rusmini (2003, p. 13)
Adik-nya itu sudah di-per-istri Bhuna, laki-laki muda
 younger.sister-her that already PASS-CAUS-wife NAME man young
 ‘her younger sister has been made wife by Bhuna, a young man...’

One other active-voice example in (3-18) below further illustrates that semantically, *perempuan-perempuan* ‘women’ are the endpoint or undergoers of the direct action by the man-actor.

- (3-18) Data from Rusmini (2000, p. 61)
benih laki-laki jalang yang telah meniduri perempuan-perempuan tidak terhormat.
 seed man wild which already have.sex.with (lit. sleep on) women not honored
 ‘(the) seed of a wild man who has slept with (lit. have sex with) dishonourable women’

In both active and passive sentences above, the transitive verb is associated with the action performed by the male character in the novels. In other words, it is the men who initiate the action against the object. In contrast, the women characters are cast in passive and helpless roles as they undergo the result of the men’s actions or the men’s features (see (3-14)).

The tendency for women to fill in the undergoer role (e.g., that of patient or experiencer of an event) can be identified in the way women present themselves in interactions. Due to stereotypical

views, some women write themselves as helpless victims, and their texts will contain many “disabling metaphors, disabling lexis, and disabling syntactic structures” (Burton 1982, as cited in Mills, 2008, p. 69). For example, women are more likely to say, “You'll never guess *what happened to me*” than “You'll never guess what *I've just done*”. Moreover, as we have seen in the above examples in this section, certain types of verbal habits (e.g., presenting someone as the recipient of an action) are seen as stereotypical for women (Mills, 2008, p. 69).

Overall, it can be said that the syntactic selection in the data above shows a conventional gender assignment of men and women. The data we have presented in this section could indicate the language of conquest and belonging, and the female characters seem unable to resist. We want to show that women are in a position determined by men. In other words, women have a weaker position than men. Women are used as complements, models, and objects of satisfaction and sexual victims.

IV CONCLUSION

Sexism involves behaviour that maintains inequality between men and women, so that sexist attitudes stereotype someone based on gender, rather than on individual achievement and ability assessments. Sexist language displays the inequality of men and women as if members of one sex do not appear to be fully human.

This paper discusses sexism shown through language or expressions of sexism (§2.1.4) in Indonesian. Sexism can be created using sexual metaphors which sometimes demean women (§3.1). It is found that metaphorical sexist expressions can conceptualise women as ANIMALS, COMMODITIES/GOODS, FOODS, and DUMPING SITES. It was also found that events associated with women's biological reproduction (e.g., childbirth) were used as topics of sexist expression for women which tended to eventually lead to negative stereotypes.

In the analysis of transitivity (§3.2), the author uses syntactic-semantic structures displaying participants interacting in a stereotypical portrait of gender relations between men and women. This happens because there are still stereotyped views, even from the women themselves, so that they (women) are portrayed as helpless victims (or objects of the action of men). Moreover, certain types of verbal habits (e.g., presenting someone as the recipient of an action) are seen as stereotypical for women. This is following what was proposed by Halliday (1994) (presented in §2.1.6) that the transitivity model provides a way to discover how a particular linguistic structure of a text refers to different viewpoints or mindsets towards the world or one's ideology. Future studies can conduct quantitative analysis of the distribution of the semantic role male and female characters occupy in the sentences in which they occur.

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LOCALS' PERCEPTIONS TOWARDS ENGLISH IN LANGGHER DHATANG AS A LOCAL TOURISM INDUSTRY DEVELOPMENT IN PAMEKASAN, MADURA

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Abstract

This research aims to study the locals' perceptions towards English in association with the local tourism destination development. Since language and tourism are interwoven, the use of language is linked to the likelihood of its popularity or infamy. It is undeniable that Indonesia requires English in all tourism sectors. The problem is that Indonesian's English proficiency in general is still in the lowest position among the members of the MEA. This has become one of the obstacles to make local tourism sites more competitive in the international sphere. Recognizing the communities' perceptions to English would be a meaningful step to advance the potentials of the local tourism destination. Therefore, two issues that this research is concerned about are: the locals' perceptions and the problems that might pose if English were introduced. The descriptive qualitative method employed. This research is located in Langgher Dhatang, Dusun Pogag, Desa Palalang, Kec. Pakong, Kab. Pamekasan, Madura. We interviewed thirteen local people living around the location. The participants' involvement decision was made based on the assumption that they will have a direct impact for its language planning. We designed a questionnaire in a Google Form to ask and marked the answers in accordance with the participants' responses. The research shows various attitudes towards English: most of them (76,9%) believe that English is important for Langgher Dhatang. 15,4% of the participants who have no idea either English will have a positive impact or not for local tourism development. The rest (7,7%) sees that English is inconsequential to its promotion. The problems that could arise include a low level of motivation in learning (15,4%), a low level of education (69,2%), and the youth ignorance in tourism site development (7,7%).

Keywords: *English, Langgher Dhatang, Locals' Perceptions, Local Tourism Destination*

I INTRODUCTION

Language and tourism cannot be separated. The use of language is associated with the likelihood either the popularity of tourism destination increases or decreases. To do a language planning in a certain area, initial information of the dwellers' insights is important to get since it clues what sort of the next actions that can be taken. It can help the researchers to work effectively mainly because the gathered evidences from locals can underlie either the project can(not) continue. Therefore, this study aims to reveal the locals' attitudes towards English for the development of the local tourism industry and problem identification if English were introduced.

Langgher Dhatang is a religious site that is strongly believed to exist without human intervention. The terms are Madurese: Langgher means *Mushalla* (a public place for performance of religious duties) and Dhatang means *Datang* (come). It means that this site presents by itself. This belief has already passed from generation to generation. Its naming consists of and refers to its historical values and meanings. Since then, planning to develop this site onto religious tourism purposes develops.

Tour is transitional activity from one activity to another with a lighter intensity. Tour is usually done by someone to take a break from the daily routine such as work. Tourism is the plural term of tour. Tour is a tourist trip that is carried out repeatedly or around, both planned and unplanned which can produce a total experience for the perpetrator (Wirawan & Semara, 2021). Tourism is everything related to tour activities and their impacts, due to the contact/interaction between travel agents and tourist attractions, tourism support facilities, and infrastructure/infrastructure provided by the community, private sector, and government, starting from the place of residence, while on the way, at the destination, until he returns to his place of residence (Wirawan & Semara, 2021). Thus, tourism is a symptom that happens due to the motion of human beings from where they stay to do some travelling activities, whether or not it was a holiday until they went back to their home.

Indonesia has tourism development potentials. The abundance of natural resources, cultural diversity, religions, ethnics and races can be a strong capital for tourism investment. With these various attractions, it is not surprising that Indonesian's tourism industries is considered highly promising. In fact, the tourism sector in Indonesia is one of the largest sectors supporting the state income. Indonesia

as the largest archipelagic country in the world consisting of 17,508 islands or also known as the maritime country, has realized the importance of the tourism sector to the Indonesian economy (Mudrikah, 2014). The reason for this is that Indonesia's tourism growth is always above Indonesia's economic growth. The tourism industry can contribute to the country's foreign exchange up to US\$ 10 billion. This position is number four after oil, coal and palm oil (Sari & Suryawan, 2021). Recognizing that fact, developing the tourism sites means developing economic incomes of its people.

Religious tourism sites could be an option to tourism purposes. These sites offer spiritual experiences and attract visitors. In Mecca for instance, the number of pilgrims during the 5 days of the Hajj reached up to 3.16 million in 2012 (Oumoudden & Al-Zahrani, 2021) and 4.2 million people annually for Vatican City, Italy (Moore, 2018). In Islamic context, religious tourism is used to spread da'wah and learning about Islam to the wider community in general in the form of tourism activities. In other words, visitors can take learned-lessons of Islamic values and meanings from their visits. For example, they can recall the history of religious tourist attractions visited (Vinandari, Hafizd, & Noor, 2019). The high spiritual needs of the Indonesian people have caused many religious sites to appear with various backgrounds. Spirituality is a dominant force in the needs of human life today because spirituality can provide peace and tranquillity in the human soul and even unity with the creator so that it has meaning in life (Narulita, 2018).

The local people's proficiency in English plays a significant role in tourism. This competence can facilitate the communication between visitors and dwellers. In a transaction for instance, a best deal can be made if the seller and the buyer understand each other. The oral promotion of its site from visitors to their families, friends, and colleague will be likely to increase the rate of its popularity as to it becomes magnet to other potential visitors. Sharing the understanding of a language can help every social group to feel as a single unit even though they come from different group (Dwivitasari, 2019). English has made the business more vibrant (Savarese, 2007).

As an international language, English is a means of connecting nations. It is undeniable that Indonesia requires English in all tourism sectors. The function is to facilitate communication between foreign tourists and tourism actors. In a study conducted by Luh Sri Damayanti in the journal *In Journey: Journal of Tourismpreneurship, Culinary, Hospitality, Convention and Event Management* (Vol. 2, No. 1, pp. 71-82) entitled *Peranan Keterampilan Berbahasa Inggris Dalam Industri Pariwisata*, mentioned that English has an important role in the tourism and hospitality industry. These roles are communicative role, integrative role, lingua-franca role, relationship-fostering role, business/economic role, and functional role (Damayanti, 2019). This reinforces the statement that English is needed in various layers of the tourism sector. Mastering English is thus important to attract a wider market especially in Indonesian's tourism sectors.

English which achieves a global status is necessary to be developed in the tourism sector in Indonesia. If the local people understand English, the communication with foreign tourists can take place effectively. This also can be a strong point that attract the people around the world to see local site destination in Indonesia. However, the ability or English language skills of Indonesians are still in the lowest position among the countries that are members of the MEA (ASEAN Economic Community) (Damayanti, 2019). Equal to Thailand and Vietnam, Indonesia is the country with the lowest English proficiency compared to other MEA member countries such as Singapore, the Philippines and even Malaysia. Indonesian people's English proficiency is in the range of 38.45 –54.06 (Iriance, 2018). This is one of the obstacles to the progress of local tourism in Indonesia to be able to compete in the international scope. Language development is one of the efforts to improve the quality of human resources so that the language planning is also fundamental.

The research on the language planning was also conducted in Bali (Sutarma, Putu., Sadia, & Ketut, 2013). They were mainly focused on the use of Bahasa Indonesia in practical terms in tourism industries in Bali. The source of data taken by researchers was the use of Indonesian in Nusa Dua, Kuta and Sanur, Bali. The result of this study demonstrates that the Indonesian language planning process is not optimal due to the fact that the use of foreign languages is still dominant and also that implementation and evaluation steps have not run well.

Other research examines how local communities in Japan perceive the sustainable cultural tourism. The results of the study indicate that Japanese residents have both positive and negative traits depending on how close they are to the interaction with the industry and tourism activities. However, most of them are unhappy with the sustainable cultural tourism due to the severe impacts that might be caused. For that reason, the researcher suggests that tourism managers and/or local governments need to develop a better market planning and management to develop sustainable cultural tourism (Kurniasari, 2021).

From these two studies, it can be seen that public perceptions are highly fundamental for the development of the local tourism industry. In other words, it is pivotal to engage communities to do language planning in a targeted local tourism development. The community engagement can indeed minimize the potential conflicts among governments and the dwellers as we already did initial identification to the likelihood either the project can(not) continue.

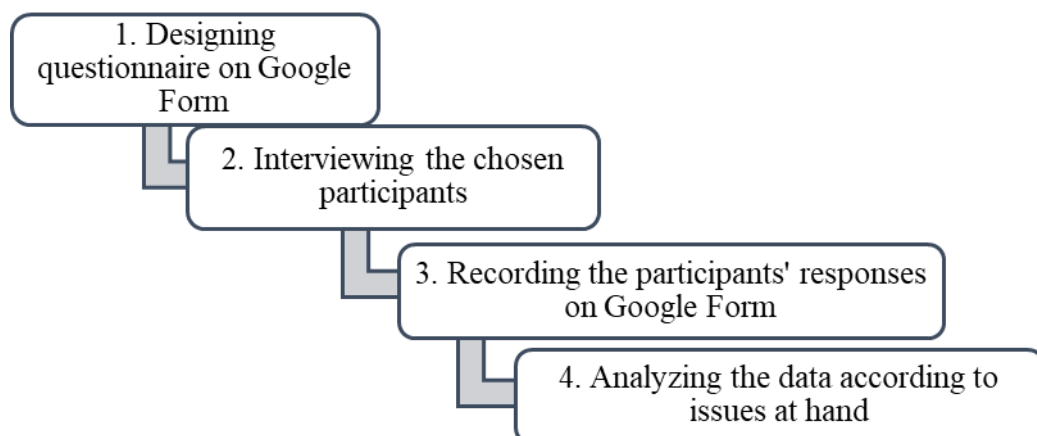
The process of language planning always intersects with political, social, cultural, and religious interests. Language planners cannot ignore the obstacles that might occur when language planning is carried out. The human resources or the targeted learners could be another problematic source. It means that introducing English in this context does not mean that the project goes as planned as we struggle with the background knowledge of the participants. Designing relevant materials and setting the class condition are parts of the internal challenges. It is also important to take account that the challenge is even more difficult because language planning will be held in local tourism in which its people are less exposed or even has never been in direct contact with English.

Establishing the importance of locals' perceptions towards English, the purpose of this study is to look at the insights of the community in Langgher Dhatang, Dusun Pogag, Desa Palalang, Kec. Pakong, Kab. Pamekasan, Madura. This research questions two issues: 1) what are the locals' responses if English is introduced in that area; and 2) what are the possible challenges that can contribute to its plan (un)successful.

II METHODS

This research employed a descriptive qualitative method. The notion refers to a certain tradition in social sciences that fundamentally depend on observations of humans both in its area and the forms of (spoken and written) language (Anggito & Setiawan, 2018). The purpose is to elaborate the locals' perceptions towards English. This is to look at the view of local people if English were introduced in Langger Dhatang, located in Dusun Pogag, Palalang Village, Pakong District, Pamekasan Regency. The rationale of choosing this site to undertake the research is based on the people's (irrational) belief that this is a stand-alone building without anyone's intervention. People believe that this building was built by spiritual forces. Moreover, the research on it as a religious tourism site destination remains unidentified. On the one hand, this location has an interesting history but due to the lack of promotion, this place has a very small numbers of both local or international tourists. Therefore, researchers assert that developing English for the people around it will have added values to why tourists should explore this place.

The following chart illustrates steps in the data collection we did:



Picture 1. Data collection steps

The first step is to design questionnaire that was made to structure the relevant questions to obtain required information. Using Google Form is indeed handy enough to guide where the questions are going to go. This is generally accepted that gathering information from society is dynamic, not static. Therefore, as distracted topic might present, it is important to keep focusing on what specific information we are looking for. This is also helpful to specify, rather than generalize, responses as we expected. Moreover, we interviewed thirteen participants as they all meet the criteria of being participants: indigenous, neighbouring to the location of the research (Langgher Dhatang), and directly

impacted with the language planning. The questions are in Bahasa Indonesia, but we used the local language, Maduranese, to ask or to talk. This is to ensure that messages get across well or the questions were well understood.

The participants' responses were recorded. While we asked, we marked the options of the answers on the Google Form based on the participants' responses. This method is undoubtedly useful as this guards the data from lost. We can later check their responses on the Google Form. Finally, we analysed the chosen data based on the issues under discussion. In this stage, we see how the perceptions of the interviewees link to the notion of English to be introduced in that area. This point is crucial to understand because this gives a clear picture to us either the project to introduce English can go hand in hand with locals or vice versa.

III RESULTS AND DISCUSSION

This section presents the results of the interviews with participants in the given area covering the following issues:

3.1 THE POSSIBILITIES OF ENGLISH DEVELOPMENT IN LANGGER DHATANG AREA

We found various responses or beliefs of the participants to the likelihood of English to be introduced in that place. The first question is that "Based on your opinion, is it possible to develop English language in Langger Dhatang area?". The following chart illustrates their responses:



Picture 2. The locals' perceptions towards the development of English

The chart clearly shows us that most of the participants, which reach up to 76.9%, agree that it is possible to develop English in the Langgher Dhatang area. There are only small number of the participants (7.7%) of the respondents who disagree with English introduced in that site. Some (15.4%) have no idea about the issue under discussion. It means that the last party cannot justify their position to the idea of English development.

Any efforts are undoubtedly required to support the development of tourism site and developing English is considered to be a realistic action to improve the tourism industry (Widiastuti, Astawa, Mantra, & Susanti, 2021). For example, we can identify who will engage in the project. Youth around the location can be the party that will firstly receive this project. In addition, we also trained basic expressions for the people running a business around the location to understand basic command in English.

Since not all of the participants share the same views, the ones who see that English is not possible to develop in that area need further study. The problem with this view is that they actually have no idea about English, but because they see that developing tourism site will have more negative impact instead of the advantages, they put any efforts to popularize the site will remain harmful. For that reason, disagreement shown mirrors the pseudo rejection to English, but they see the disadvantages are more dominant than positive ones.

Pertaining to the previous insights, we asked a further question that can indicate what the next step that can be taken is. The following chart shows their responses:



Picture 3. The necessity of English

The data show that most of them, that reach up to 61.5% of the participants "agree" with English requirement in the tourism area. This means that the participants consider the necessity of English for tourism sectors. To get more visitors especially from foreign countries, English is irrefutable. English plays a major role in the delivery of quality service (Zahedpishes, Bakar, & Saffari, 2017) and get more competitive global market (Al-Saadi, 2015). Having a good command in English supports the local tourism to have more visitors and intercultural communication can take place (Wilson, 2018). Reciprocal engagement or two-ways communication between visitors and hosts facilitate what they need.

Meanwhile, there are also the respondents who have no idea to its significance and it reaches up to 30.8%. participants with this position definitely do not know what English is actually for. For that reason, they cannot justify their position. The rest of the participants, which are up to 7.7% "disagree" with that idea. It should be noted, however, that this is very common to see this point of view. Even though logical reasonings to their attitude require more investigation, it is presumably believed that Langgher Dhatang is downward impossible to have foreign visitors. Therefore, they do not think that English brings more advantages to the development of Langgher Dhatang as a local tourism destination.

3.2 THE PROBLEMS THAT ARISE AS A RESULT OF LANGUAGE PLANNING

The second research question to the problems that arise when English language planning is carried out is fundamental to this study, since it can anticipate further actions for its plan. By recognizing and classifying the potential problems that might arise, we can work later effectively. As it is known that developing a language that has never been used before raises problems both internally and externally. The following are the result of research on the perception of the people around local tourism Langger Dhatang regarding this matter:



Picture 4. Potential problems towards English Development

What we found from the challenges or possible problem identification include: 1. Lack of HR interest in learning; 2. Low level of education; 3. Pessimistic perception of tourism site development activities; 4. Average age of HR dominated by parents; 5. Lack of youth concern for the environment around tourist sites; 6. Lack of sensitivity of the community to jointly develop tourist sites; 7. There is no support from educators to learn English for residents; 8. Lack of financial support from the local government; 9. Other (is an answer for people who do not understand or do not know the answer). The data stated 69.2% or 9 respondents answered "other", 15.4% or 2 respondents answered "Lack of HR interest in learning", "7.7% or 1 respondent answered" Lack of community sensitivity to jointly develop tourist sites" and 7.7% or 1 respondent answered "Lack of youth concern for the environment around tourist sites".

The interesting point to note is that the low level of education achieves the highest rank in number. That big number basically strongly indicates how important the education is, according to the locals' perception, to support the local tourism industry. This can lead people around Langgher Dhatang to share a uniformed goal: the development of local tourism industry. Education plays an important role to build people's tourism awareness because it increases the people's sense of belonging to the tourism site around them. Additionally, skills that they gain while in education or tourism training can provide better services. For that reason, positive cooperation among people is expected to grow healthy.

Some, however, do not know what sorts of problems will arise if language planning is carried out. This shows that language planning is something that has never happened before resulting in a lack of information regarding this matter. However, other answers such as lack of community sensitivity, lack of concern for youth and lack of interest in human resources in learning are indications that the problems that arise originate from within the community itself. In relation to the Moeliono theory, which says that in the language planning process there are problems that need to be considered by language planners, such as problems related to position or status, problems with language systems or codes, and problems related to the use of language by local residents (Riani, 2017), the community problems in the Langger Dhatang area are in point number three of Moeliono's opinion, which is related to the local residents.

3.3 ENGLISH AS A LANGGER DHATANG TOOL OF PROMOTION

Concerning the people's belief to the positive impact that can bring by mastering English is another initial identification prior to the English development. What we asked is that "Whether English be a means of promotion and attraction for the local tourism industry which in this case is less well known by tourists? ". Langger Dhatang as local tourism which has an interesting history but is not well known by the wider community is one aspect of the interest of researchers to find out the perceptions of the people in the tourist area when using English as one of the attractions and a means of promotion for Langger Dhatang tourism itself. The following is the data that has been taken by researchers on this matter.



Picture 5: English as a tool of tourism promotion

The data shows that most of respondents (53.8%) agree with, some (38.5%) "Don't know" and some disagree with (7.7%) that English can promote the local tourism destination. Seeing the results which show that almost half of the respondents chose "yes", the researchers concluded that the public thinks that English can indeed be a means of promotion for Langger Dhatang. The following data reveals the locals' perceptions whether English can be a magnet for visitors or not.



Picture 6: English as a means of tourism attraction

The above data shows that the results of English can be an attraction for Langger Dhatang tourism. The data stated that participants (46.2%) agree with, some (30.8%) "Don't know", and some (23.1%) disagree with that English can be an attractive tool to local tourism. With the big number of respondents who said "yes" to this question, the researchers concluded that indeed English could be an attraction for local tourism in Langger Dhatang. From the two data above, the language of tourism provides a description of the potential of tourist destinations that seek to persuade, attract, encourage and seduce potential tourists to become real tourists (Arfin, Aireen, & Hassan, 2012). This is in line with the opinion of the people in the Langger Dhatang area that indeed English can be a promotional tool that can attract tourists and can also be a tourist attraction.

The data shows various attitudes shown by the participants in regards with the development of English in Langgher Dhatang area. Those various responses can be understood as a challenges and opportunities for language planning especially in the local tourism destination which is low in popularity.

IV CONCLUSION

Gathering initial insights of the local people towards English can be a meaningful step to develop English in a religious tourism site. Introducing and mastering English to and by local people in a growing religious tourism visit enable the local tourism destination more vibrant. The current research shows various attitudes towards English in the given area: most of participants believe that English is important and if it is introduced to them, English can be a means of effective communication for foreigners' as to promote this site to wider visitors. In contrast, some did not see any significance to Langgher Dhatang promotion even though they learn English. But some cannot justify their position to the role of English in the religious tourism site.

Moreover, the participants anticipate the potential problems that hinder the learning, for example, the low level of education of its people, lack of tourism awareness development of the youth, the low level of motivation in learning English. These alert us that it is not only a matter of transferring or introducing English, but also a matter of understanding the learners. What we can recommend for the next research is to scrutinize on how actually mastering English can be associated with economic incomes of its people. We can subsequently see the consistency of their opinions if different contexts of research proposed.

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UNDERSTANDING MORAL VALUES IN THE MEMOIR ENTITLED *EDUCATED* BY TARA WESTOVER: A SPIRITUAL METAMORPHOSIS

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Abstract

This article is focused on how to analyse any moral values portrayed in the memoir "Educated," with particular emphasis on the protagonist, Tara Westover. The study intends to identify conflicts encountered by the main character through narration or dialogues with other characters, and to reveal moral values that emerge as she overcomes these conflicts. The research utilized a qualitative descriptive method and drew on the conflict theory proposed by Stanton (1965) and the theory of moral values put forth by Linda and Eyre (1993) to analyse data from the memoir. Two of the conflicts found in this study were both internal struggles by the main character involving her thoughts and feelings and external struggles with her father, abusive older brother, and family members who labelled her as a dangerous girl influenced by Satan. Through her resolution on these conflicts, the main character demonstrated various moral values, including self-reliance, self-discipline, courage, and respect. The study's findings emphasize the significance of spiritual metamorphosis in memoirs and literature, as well as how conflicts can facilitate such transformation.

Keywords: *conflicts, moral values, main character, memoir*

I INTRODUCTION

Literature holds significant power in communicating values, imparting entertainment, pleasure, and information with a specific message, commonly referred to as moral value. Moral value is a key aspect of literature that can help individuals recognize important life lessons and guide their behavior. As stated by Abrams (2009), literature should contain values that shape an individual's ability to distinguish between what is right and wrong.

Moral values are often embedded in non-fiction literary works such as memoirs, which are written based on personal experiences or special sources. Through reading a memoir, readers can easily extract moral values as it reflects the author's personal journey. These moral messages are sometimes shared indirectly through conflicts that occur in the story. Memoirs often use conflict to explain or characterize problems. Therefore, understanding how an individual overcomes the conflict can be one way to extract valuable lessons conveyed through the story.

Moral values have been a part of literary works for centuries, with authors using their stories to convey ethical and moral messages to their readers. A philosopher known for her work on the ethical dimensions of literature and narrative, stated that moral values have been present in literature throughout history (Nussbaum, 1990). Memoirs, in particular, provide a unique platform for authors to communicate moral values, as they are based on personal experiences and often serve as a form of self-reflection. An expert discussed the unique role that memoirs can play in communicating moral values. He noted that memoirs are able to convey moral messages in a powerful way, as they are based on the author's personal experiences and reflect their own ethical and moral perspectives (Couser, 2012). Overall, both Nussbaum's work on the ethical dimensions of literature and Couser's discussion of memoirs highlight the important role that literature can play in conveying moral values and ethical considerations.

One memoir that can serve as an example to how fundamental moral values conveyed is Tara Westover's memoir, entitled 'Educated', which was published in 2018. The memoir tells the story of Westover's transformation from a young girl in an isolated family to a Cambridge-educated historian. Despite her lack of formal education, she became deeply interested in knowledge, which led her on a journey to Harvard University and the University of Cambridge. However, the story is filled with conflicts, including one that led to her losing her beloved family in the pursuit of her dreams. Through reading *Educated*, readers can not only be entertained but can also learn many moral values, especially through how the main character overcomes the conflicts in her life. Memoir was chosen as the data source for this study to reveal the moral values conveyed through any conflicts experienced by the main character.

The author notes that there are several previous studies on a similar topic that may be useful for guiding the current research. The first study, conducted by Azali (2022), examined moral values that was analysed through the main character's approach to conflict resolution in James Dashner's novel "The Maze Runner". Azali analysed the conflicts and their resolution based on Stanton's (1965) theory, and the moral values that were shown through the main character's approach based on Nurgiantoro's (1998) theory. The second study, conducted by Kinaryaning (2019), focused on analysing moral values revealed through the character Andy's methods of overcoming conflicts in the film "Cargo". Kinaryaning used Murphy's (1972) theory to analyse Andy's characteristics, Boggs and Petrie's (2008) theory to analyse the conflicts, and Lickona's (1991) theory to analyse the moral values.

The third study is an article by Desica and Arianto (2022). They focused on analyzing the moral factors that aided the main character in achieving self-unity using theories proposed by Linda and Eyre (1993) and Cady (2005). The fourth study is an article by Xiaohan and Hui (2021). The authors analysed Tara Westover's experiences of trauma and her recovery process using the trauma theory proposed by Herman (1997). Based on the studies mentioned above, it appears that there is a growing interest in analysing the moral values depicted in literary works, including novels, films, and memoirs. The previous studies mentioned are related to the current study in the sense that they all deal with the analysis of moral values in literary works. However, they differ in terms of the specific works analysed, the theories used, and the methods employed. The current study aims to contribute to the existing literature by examining the moral values in the memoir "Educated" by Tara Westover and analysing how these values are conveyed through the author's personal experiences. This study builds on the previous studies by providing a unique perspective on the moral dimensions of memoirs and highlighting the potential of memoirs to educate and inspire readers on ethical issues. Therefore, the previous studies provide a valuable background for the current study and help to contextualize its contribution to the field of literary analysis.

Despite the growing interest in analysing the moral values in literary works, there is still a research gap when it comes to analysing the moral values depicted in the memoir "Educated" by Tara Westover. Therefore, the current study aims to contribute to the existing literature by examining the moral values revealed in the memoir, the ways in which the author uses her personal experiences to convey these moral values, and how readers can interpret and extract moral messages from the memoir. By doing so, the study aims to shed light on the moral dimensions of memoirs and their potential to inspire and educate read-ers on important ethical issues.

Given the aforementioned context, the discussion of moral values is a compelling topic to explore. This research is especially intriguing as it draws upon a widely-read and inspirational memoir based on a true story. The objective is to uncover the moral values that can be gleaned from the memoir's main character. Her life journey is a spiritual metamorphosis, taking her from a girl who never attended traditional schools to a Ph.D. in history at Cambridge University, which has a lasting impact on her life.

Exploring moral values is important for several reasons. Firstly, moral values are the principles and standards that govern human behavior and are therefore central to our understanding of what is right and wrong. By examining the moral values embedded in literary works, we can gain a deeper understanding of the ethical dilemmas faced by individuals and society as a whole. This can help us to reflect on our own values and beliefs and make informed decisions about our actions. Secondly, exploring moral values in literature can contribute to our personal growth and development. By engaging with literary works that convey moral messages, we can learn from the experiences of others and expand our perspectives on ethical issues. This can help us to develop empathy, compassion, and a deeper understanding of the human condition. Finally, exploring moral values in literature can have broader societal implications. Literature has the power to shape cultural norms and values, and by examining the moral messages conveyed in literary works, we can gain insights into how these messages may influence social attitudes and behavior.

II METHODS

The data was derived from a memoir entitled *Educated* written by Tara Westover, which was first published in 2018 by Penguin Random House and has 352 pages. The memoir narrates a fascinating story of Tara Westover, who be-came a historian educated at Cambridge University, and discusses the significance of education in broadening her horizons. The data was gathered through the observation method, which involved reading the book repeatedly to gain a deeper understanding of the narrative. The data collection process involved identifying conflicts and highlighting specific keywords that depicted how the main character overcame them. The data was then organized in a table that separated the

conflicts and how the protagonist overcame them. The collected data was checked for validity to ensure accuracy. The qualitative descriptive method was employed to analyse the data, with the aim of presenting the findings accurately, coherently, and systematically, using relevant theories. The data was analysed using conflict theory proposed by Stanton (1965) and the theory on moral values by Linda and Eyre (1993).

III FINDINGS AND DISCUSSION

In this section, the outcomes and discourse are presented, founded on the information collected from the memoir entitled *Educated*. The investigation of the data deliberates the story and discussions between the characters, succeeded by a depiction of the data based on Stanton's theory of conflict and Linda and Eyre's moral values theory.

Linda and Eyre (1993) explain that moral values guide behavior, and by shaping better individuals and improving our treatment of others, they lead to both individual and collective happiness. They propose that by valuing and prioritizing others, we can receive more in return. The authors further classify values into two categories, namely "values of being" and "values of giving".

Values of being involve developing positive qualities and attitudes within ourselves that influence our behavior and interactions with others. They are acquired through practice and personal growth. The six values of being include honesty, courage, peacefulness, self-reliance and potential, self-discipline and moderation, and fidelity. Values of giving, on the other hand, are gifts we give to others that then shape our character. They are gained through the act of giving. The six values of giving are loyalty, respect, love, unselfishness and sensitivity, kindness, and mercy (Linda and Eyre, 1993).

The memoir written by Westover depicts a lengthy journey filled with a multitude of conflicts, all of which convey certain messages directly or indirectly to the readers. These messages are essentially valuable lessons, or moral values, which become apparent when Westover successfully overcomes her challenges. Upon analysing the moral values present in the "Educated" memoir using Linda and Eyre's (1993) theory of moral values, four distinct values were identified in the data: self-reliance and potential, self-discipline and moderation, courage, and respect. These values were discovered through Westover's experiences of overcoming conflicts, as described in detail below.

3.1 SELF-RELIANCE AND POTENTIAL

The initial moral value that can be gleaned from Westover's journey of overcoming conflicts is self-reliance and potential. As described by Linda and Eyre (1993: 79), this value entails being aware of our potential for growth, committing to self-improvement, and taking responsibility for our actions. Throughout the memoir, Westover consistently demonstrates this value by remaining dedicated to her personal development and striving for excellence in resolving the challenges she faces.

- (3-1) I made some effort to keep up my schooling in the free time I had between scrap-ping and helping Mother make tinctures and blend oils (p. 72)

The excerpt above highlights the moral value of self-reliance and potential, which is demonstrated in Tara Westover's personal journey in the memoir. Westover had to overcome her internal conflict between her desire to receive a proper education and her family's beliefs. Despite her family's disapproval, she recognized her potential and was determined to pursue her interests. However, she initially struggled with the idea of going against her family's beliefs and felt it was a betrayal to her father's sacrifices. Nevertheless, she ultimately learned to rely on her own capabilities and took the necessary steps to achieve her goals, which was an essential part of her self-reliance and potential.

Westover's lack of formal education did not diminish her eagerness to continue learning. She was motivated to seek opportunities for self-improvement, even while balancing her responsibilities of helping her parents. With a growth mindset, she was committed to becoming a better person and was able to effectively manage her time and resources. This aspect of Westover's story emphasizes her message of the importance of being aware of personal growth and self-improvement.

- (3-2) Then, because I knew I wouldn't be able to pay it in February, I took a second job as a domestic cleaner, driving twenty minutes north three days a week to scrub expensive homes in Draper (p. 223)

The above excerpt portrays moral values of self-reliance and potential. The lesson to learn here is in Westover's triumph over her inner conflict between her doubts and her desire to continue her studies. Initially, her college experience was dominated by hard work to cover all of her expenses. She had to

pay for her tuition and apartment by herself, which led to a lot of bills she couldn't imagine how to pay. This caused her to lose interest in her studies and feel hopeless. Although she considered dropping out of college, she decided to persevere. She worked in various places, borrowed money from her housemate, and even sold her beloved horse to make ends meet. Eventually, she received a government grant that helped her pay off all her bills. Despite this stroke of luck, she still took on a second job to ensure the smooth progress of her studies, knowing that she could anticipate similar struggles in the future.

Despite not receiving any financial assistance from her parents, Westover persisted in her studies by working simultaneously, which took a toll on her both physically and mentally. Nevertheless, she remained dedicated to her education, despite the constant pressure of being responsible for her own expenses. She was a diligent worker who continued to work even after receiving a government grant, taking on a second job to guarantee the advancement of her studies. In her memoir, Westover's message is clear: she embraced her obligations and did not attribute her difficulties to anyone else.

(3-3) Then it was spring, then summer, and finally as summer turned to fall, I found I could read with focus. I could hold thoughts in my head besides anger and self-accusation. I returned to the chapter I had written nearly two years before at Harvard (p. 341)

The above excerpt demonstrates moral values of self-reliance and potential. The lesson to learn here is seen when Westover overcomes her external conflict with her family, who labelled her as "dangerous and influenced by Satan." Her dissertation work suffered due to her frustration and grief over losing her beloved family. She confided in her supervisor about this and was advised to quit, given the demanding nature of the dissertation work. Despite the chaos she experienced while trying to find peace with herself, she remained committed to completing her dissertation. The process was draining both physically and mentally and lasted for many seasons. Eventually, she found the ability to focus again, although she still struggled with anger and self-accusation. She decided to continue with her dissertation and eventually earned her Ph.D.

Westover faced significant physical and mental stress that made it challenging for her to concentrate fully on her studies, particularly while working on a strenuous task such as a dissertation. Her family conflict was causing problems, to the extent that her supervisor recommended that she quit. Despite the uncertainty and possible devastation, she felt at that point, Westover refused to abandon her studies and instead remained devoted to her education. It took her numerous seasons to regain her mental clarity, but she continued to persevere in her quest for personal growth and excellence. This is the core message that Westover aims to communicate through her account.

3.2 SELF-DISCIPLINE AND MODERATION

Another moral value that can be learned from Westover's story is self-discipline and moderation. As Linda and Eyre (1993: 93) define it, self-discipline and moderation involve the ability to balance physical, mental, and financial self-control by recognizing the limits of the body and mind, such as being moderate in speech, eating, exercise, and avoiding extreme viewpoints or actions. This value is evident in the story, as Westover demonstrates the ability to exercise self-restraint and control in dealing with conflicts.

(3-4) I woke up every morning at six to study because it was easier to focus in the mornings, before I was worn out from scrapping (p. 150)

This excerpt highlights the importance of self-discipline and moderation as a moral value. The story of Westover overcoming her conflict with her father demonstrates the valuable lesson that can be learned. Westover faced opposition from her father regarding her plan to pass the college qualification test. The conflict caused her to doubt herself, and she became fearful of divine retribution. Despite this, Westover persevered in her decision to pursue her education, even though it would not change her father's opinion. She implemented self-discipline by waking up early every morning to study, recognizing that it was easier to focus during this time, before helping her parents. Through her experiences, Westover illustrates the importance of balance and self-restraint in achieving one's goals, and this is the message she wants to convey through her memoir.

Despite lacking support from her father, Westover was determined to pursue her dream of getting a college education. She made a consistent effort to wake up early each morning and study, even though she was not necessarily motivated to do so. Instead, she demonstrated a remarkable level of discipline and commitment to achieving her goal. Westover's ability to balance self-discipline and moderation is the key message she wants to portray through her life story.

- (3-5) I bought my textbooks, paid rent, and had money left over. The bishop said I should treat myself to something, but I said I couldn't, I had to save the money (p. 225)

The excerpt describes how Westover exhibited the moral values of self-discipline and moderation when she faced an internal conflict between her doubts and her desire to continue her studies. Due to financial difficulties, she considered dropping out of college. However, she eventually received a government grant that improved her finances. Rather than being content with the new-found financial stability, Westover chose to exercise self-discipline and moderation. She refrained from spending the money on frivolous things and instead saved it for the purpose of advancing her studies. Through her actions, Westover demonstrated the importance of balancing one's desires with practicality and discipline, and this is a message that she hopes to convey through her life journey.

The story illustrates Westover's exceptional skill in making wise and moderate decisions, even when presented with a government grant that resolved most of her financial issues. She took care of her essential needs such as health, books, and rent, and rather than squandering the remaining funds on superfluous things, she chose to save them. She understood that having enough was more valuable than having excess and therefore didn't feel compelled to spend more simply because she had the funds. Through her experiences, Westover emphasizes the importance of self-control and restraint, making clear that these are qualities to be admired and emulated.

3.3 COURAGE

The third lesson to be learned from Westover's story is about courage, which she demonstrates when overcoming conflicts. Courage, as defined by Lin-da and Eyre (1993: 48), means being willing to attempt difficult tasks while staying true to one's beliefs, even when it is unpopular or uncomfortable. Westover's story shows that she possesses this quality, as she bravely makes bold decisions based on her heart to overcome her struggles.

- (3-6) I was sixteen, had never taken an exam, and had only recently undertaken any-thing like a systematic education; still I registered for the test (p. 151)

The excerpt explores the moral significance of courage, exemplified in Westover's tale. The lesson becomes apparent when Westover confronts her father's disapproval and religious objections towards her pursuit of higher education. She remained committed to her beliefs and demonstrated bravery by registering for the college qualification test after rigorous studying. Her unwavering determination gave her the confidence to pursue her aspirations, even when faced with opposition and fear. Through her experiences, Westover highlights the importance of courage in staying true to oneself and following one's aspirations, despite obstacles and opposition.

The passage highlights the moral value of courage, which is exemplified in Westover's story. Despite coming from a family background that did not value education, Westover dared to dream of going to college and had the courage to fight for it, even though it meant going against her family's beliefs and facing the consequences of being rebellious. This decision was uncomfortable and challenging, but Westover's conviction in her beliefs compelled her to push through it and grow as a person. The message that Westover wants to convey through her memoir is the importance of having the strength to try hard things and stay true to one's convictions, even in the face of adversity.

- (3-7) I rise from my bed, retrieve my journal, and do something I have never done be-fore: I write what happened. I do not use vague, shadowy language, as I have done in other entries; I do not hide behind hints and suggestion. I write what I remember (p. 215)

The excerpt discusses the moral value of courage, which is demonstrated in Westover's story. The lesson is revealed when Westover overcomes the external conflict with her older brother, Shawn, who physically abused her. Despite feeling ashamed and wanting to believe that the abuse was just a game, Westover mustered the courage to face the truth and confront the painful reality of her situation. She refused to hide her experience and instead, for the first time, wrote down the details of the abuse in her journal without using vague or euphemistic language. This act of bravery shows her determination to face difficult truths and seek justice, even in the face of shame and fear.

Westover's decision to confront the truth about the abuse she experienced and to document it in her journal took immense courage. It was uncomfortable and painful, but she did not shy away from the truth. This decision was a turning point for her, as it marked the beginning of her journey towards healing and overcoming the trauma she experienced. By sharing her story with readers, Westover hopes

to inspire others to have the courage to confront their own painful truths and to take steps towards healing and growth.

3.4 RESPECT

Linda and Eyre (1993: 136) define respect as including a variety of things, such as self-respect, respect for life, property, parents, elders, nature, and the beliefs and rights of others. The story shows that Westover has a strong sense of self-respect when dealing with conflicts.

(3-8) I could not judge her for her choice, but in that moment, I knew I could not choose it for myself. Everything I had worked for, all my years of study, had been to purchase for myself this one privilege: to see and experience more truths than those given to me by my father, and to use those truths to construct my own mind (p. 328)

The excerpt explores the moral value of respect, exemplified in Westover's story. The lesson becomes apparent when Westover confronts familial conflict and her family labels her as "dangerous and influenced by Satan." Despite understanding her sister Audrey's seemingly cruel decision, Westover chooses to respect her own beliefs and not judge Audrey for her choice. Westover stands her ground and refuses to exchange her abusive past stories for distance from her family, demonstrating self-respect and a refusal to compromise her beliefs for others. Through her experiences, Westover highlights the significance of respecting oneself and one's beliefs, even in the face of conflict and familial pressure.

The passage highlights how Westover prioritized her own well-being and self-respect despite the potential consequences of distancing herself from her family. She was confident in her decision to not trade her past experiences for acceptance from her family, as it would require her to deny her truth and invalidate the abuse she endured. Westover recognized and accepted the imperfect and unchangeable parts of herself and did not compromise her self-respect in the process. Her actions exemplify the importance of respecting oneself and one's own values and beliefs, even in the face of opposition.

(3-9) I said I needed a year to heal myself; then perhaps I could return to their mad world to try to make sense of it (p.337)

The excerpt emphasizes the significance of respect as a moral value, exemplified in Westover's story. The lesson becomes apparent when Westover faces familial conflict, where her family labels her as "dangerous and influenced by Satan." Despite her confidence in improving her relationship with her family, Westover discovers that her doubts about her memories make her appear to be a threat to her family's faith. This realization causes her to feel broken, leading to a panic attack while in London and subsequent letter-writing to her father expressing her frustration. In prioritizing her well-being, Westover shows self-respect, acknowledging her pain and taking action towards healing before returning to her family's tumultuous environment. Through her experiences, Westover highlights the importance of respecting oneself and taking steps to prioritize personal well-being, even in the face of opposition and conflict.

Westover's decision to set boundaries with her family was a way for her to prioritize her own well-being and mental health. It was a form of self-rescue that allowed her to heal and regain a sense of control over her life. By doing so, she demonstrated respect for herself and her own needs. This is an important message that Westover conveys in her memoir, as it shows the importance of self-care and self-respect in the face of difficult circumstances.

IV CONCLUSION

The study's findings emphasize the significance of spiritual metamorphosis in memoirs and literature and how conflicts can facilitate such transformation. In conclusion, Tara Westover's memoir, *Educated*, is a powerful illustration of spiritual metamorphosis, where she undergoes a profound transformation from a limited and oppressed existence to a life of intellectual and personal freedom. Through the conflicts she faces, both internal and external, she learns valuable moral values that guide her towards self-discovery and growth. Her journey towards self-reliance, self-discipline, courage, and respect highlights the importance of moral values in shaping one's character and transforming one's life. This transformation is not just a physical or intellectual one but a spiritual one, where Westover's worldview is fundamentally altered, and she gains a deeper understanding of herself and the world around her. Her story serves as a powerful reminder of the transformative power of moral values in achieving spiritual metamorphosis.

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THE PRACTICE AND STUDENTS' REACTION TOWARD SELF AND PEER-ASSESSMENTS IN CREATIVE WRITING CLASS

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Abstract

Self-assessment and peer assessment deal with promoting students' reflective effort in writing learning process. The students' writing achievement, critical thinking, and autonomous skills are encouraged in the implementation of these teaching techniques. The purposes of this study are to implement, to know the benefits, and to find the student responses to self-assessment and peer-assessment in writing classes. This study was conducted in second-year students of English Language Department Nisantara PGRI University in Creative Writing Subject. The study used observations, student reflection notes, interviews, and documents for data collection. Data were analysed using three-step qualitative data analysis; display of data, reduction educe of data, and conclusions drawing. Data analysis showed that the benefits of peer assessment and self-assessment outweigh the drawbacks, as they can provide students with new knowledge, skills, and understanding of the writing process and student achievement. Peer assessment and self-assessment enable students to gain better experience, making it easier for them to apply and respond to their writing. The study concludes that English teachers are recommended to implement these teaching techniques in facilitating the students to fully experience their writing process and to boost the students' writing ability.

Keywords: *Self-assessment, Peer-assessment, EFL, Teaching Writing, Creative Writing Class*

I INTRODUCTION

Writing plays an important role in a student's life when learning English. It develops students' competencies in academic disciplines, promotes student development in social and emotional dimensions, and plays a role in the continuation of student learning and self-expression. Walsh (2010) argued writing is essential since writing is widely used by academicians and professionals. When learners get difficulties expressing their ideas in writing, they cannot communicate accurately with teachers, managers, colleagues, or others. In addition, the majority of professional communication such as proposals, memos, reports, applications, preliminary interviews, and emails are conducted in the form of writing. Furthermore, Durga & Rao (2018) stated that writing is important to pass the academic process such as finishing students' education. Therefore, the ability to write is essential for students in academic and non-academic aspects for example occupational reasons.

However, there are challenges teachers face when teaching writing skills. These challenges are divided into two factors: inner factors and outer ones. The inner factors are the learner's language proficiency, interference with the native language, motivation, and learner's reading habits. While, the outer factors are the class condition, teaching aid availability for writing, and time availability (Hidayati: 2018). Furthermore, (Adam et al.: 2021) find that teachers also faced technique-related challenges, difficulty in motivating students to write, time constraints to teach the students, and linguistics-related challenges.

Considering those challenges, teachers should consider several principles in teaching writing; stating the writing objective, providing ample writing learning experiences, facilitating students with feedback, and explaining how the students' writing products are assessed (Brown 2004). By giving feedback and advice, teachers are able to provide opportunities for students to be more autonomous in learning. This process is possible since the teachers involve the students in the process of scoring. The students' involvement in the process of scoring promotes the growth of essential competence such as accountability, judgment, and independence. Those skills are essential to the students' professional lives.

Self-assessment and peer assessment have been widely studied in the field of education and have been shown to have a number of benefits for both students and teachers, Swaffield, S. (2006); Hattie, J., & Timperley, H. (2007); Clarke, S. (2011). Research has demonstrated that self-assessment and peer assessment promoted students' motivation and participation in teaching learning process, as students are more likely to be invested in their own learning when they have roles in the assessment process. In the self-assessment process learners locate their knowledge and decide what they are able to do. This activity allows students to become independent and responsible for their learning. They are encouraged

to assess themselves as accurately as possible. Park (2019) finds that self-assessment was suitable to be applied in enhancing students' writing quality, as it encourages them to do a reflection on their writing and locate the component of their writing that needs to be revised. The study also finds that self-assessment can be especially beneficial for second language learners, as it facilitates students to enhance the students' consciousness of their own language abilities and become more autonomous learners.

In addition, Hsu, Chang, and Jong (2020) find that peer assessment enhances both students' achievement and students' self-efficacy and critical thinking. Peer assessment has a better impact on learning than self-assessment. Peer assessment develops both the students' responsibility and motivation in learning. It is also beneficial in improving the students' ability in conducting an assessment (Stanci'c: 2021). In addition, Topping (2009) has shown that peer-assessment can boost diversity and enjoyment, activities and interaction, identity, and connection, self-confidence and understanding with others.

The combination of self-assessment and peer-assessment offers several benefits. Peer-assessment facilitates self-assessment. Assessing someone else's achievement or results allows students to better view their ability (Bostock, 2001). Self-assessment and peer-assessment facilitate students with chances to enhance their awareness using feedback from a different point of view (Saito & Fujita, 2004). Feedback allows students to improve their achievement by being aware of the students' shortcomings and decreasing errors. They have experiences getting their understanding of the topic being studied developed through receiving and giving feedback. By providing feedback in the future, students will improve their performance in the future as the feedback approach allows them to provide appropriate suggestions and advice to help students fine-tune their learning. (Osado, Merlo, & Campo, 2013).

Self-assessment and peer assessment facilitate students to enhance their writing skills because students can get feedback from multiple sources and utilize that feedback to revise and enhance their product. Concina's study (2022) examines the implementation of self-assessment and peer assessment in a college-level writing course. Research shows that self-assessment and peer assessment appear to be two separate activities that can complement and affect one another. For both students and instructors, the use of self-assessment and peer- assessment can support autonomous learning.

Besides benefits for students, self-assessment and peer assessment can also benefit teachers. Teachers can reduce their workload and gain valuable insight into student study and comprehension by involving the students in the assessment process. Self-assessment and peer assessment can also help in creating a learning environment that facilitates the students to work with others and give one another supports. In this learning situation, students collaborate with others to evaluate and provide feedback on each other's work. Self-assessment and peer assessment are valuable tools to promote students to learn and engage in the classroom. By allowing students to evaluate their own work and those of their peers, teachers can foster a sense of ownership and responsibility for learning. By enabling students to assess their writing and the work of others, teachers promote the students' capacity to involve and be responsible for their own learning. Wanner and Palmer (2016) argue that self-assessment and peer assessment are necessary for college students to develop an on-going and student-centred view of assessment. Engaging in the teaching-learning process that focuses on self-assessment and peer assessment not only helps students know the procedure of assessment, but it also helps them improve the process and their academic performance.

There have been many studies on the use of self-assessment and peer-assessment in a writing class; improving students' achievement leads to higher scores (Yang, et al.: 2022); improve student learning (Zhan and Wan: 2022); Improve students' knowledge of key elements of assessment and learning outcomes (Seifert and Feliks: 2019); encourages reflective thinking (Ratminingsih, Artini, and Padmadewi: 2017). Taken together, these studies continue to support the use of self-assessment and peer assessment as an effective way to improve students learning and participation in the teaching-learning process.

Those studies focused on general outcomes such as performance improvement or learning outcomes, improvement the learning process, assessment process, and reflective thinking. Therefore, the results of these studies may vary depending on the specific context where these assessment techniques are implemented, such as the subject area, the grade level, or the type of assessment task. That's why this recent study focused on a more specific area of self-assessment and peer assessment namely the implementation of self-assessment and peer assessment in creative writing class. In which the emphasis was on describing how these strategies might be effectively implemented in the classroom. It would be interesting to explore how these approaches be adapted or modified to better support the needs of these students. Therefore, this research also focused on investigating the students' responses toward the use of self-assessment and peer- assessment in teaching writing. These aspects need to be studied since they

provide us with more comprehensive and reliable knowledge about the use of self-assessment and peer-assessment.

In sum, this study aims to implement self-assessment and peer assessment in teaching creative writing, then to know the benefits of using self-assessment and peer-assessment in creative writing, and also to know the students' reaction to the implementation of self-assessment and peer assessment in creative writing.

II METHOD

This case study focused on answering the descriptive questions about the implementation, the advantages, and the students' responses about using self-assessment and peer assessment in creative writing class, especially in writing a review. The use of self- and peer-assessment in this study is also considered as ways to boost the students' motivation since students' motivation becomes a precursor of the students' writing achievement. Ary et al. (2010) state that a case study provides a detailed description of an individual, group, class, place, program, process, organization, or community. It provides answers for (what happened) or explains the reasons something happened by paying attention to the process. The subjects of this study were second-year students of the English Language Education Department of Nusantara PGRI Kediri University which consists of 45 students. The data were collected using observation, reflective journals, guided interviews, and documentation. The process of review writing teaching-learning process followed the process of writing proposed by Harmer (2004), starting from drafting, reflecting, revising, and writing the final product. The collected data were then analysed using a three-steps qualitative data analysis; data display, data reduction, and conclusion drawing (Miles and Huberman: 2005).

III RESULTS AND DISCUSSION

The results of the data analysis reveal the performance, interests, and student responses to self-assessment and peer assessment in review writing. Data on the performance and benefits of peer assessment and self-assessment are drawn from classroom observations, student-written reflection diaries, and documentation in the form of student writing products. self-assessment and peer assessment have been performed. While data on students' responses to self-assessment and peer assessment were collected from guided interviews with students after self-assessment and peer assessment in teaching creative writing.

3.1 IMPLEMENTATION AND ADVANTAGES OF SELF-ASSESSMENT AND PEER-ASSESSMENT IN TEACHING REVIEW WRITING

Objectives teaching creative writing class are at the end of the teaching-learning process students are able to understand the forms, techniques, and content of review writing and able to write the review. Students also have to apply their language skills and knowledge about the concept of review writing in a writing product.

In this creative writing class, the students did self and peer-assessments in teaching writing reviews of a film, a hotel, a restaurant, or a food. The process of teaching review followed the writing steps starting with drafting, reflecting, revising, and writing the final product in six weeks. The steps of teaching review writing using self-and peer assessment were as follows: First, the lecturer explained the form and the kinds of review writing they could choose, then the students wrote their first draft of their review, and they chose whether they would write hotel review, film/music review, and restaurant review. After the students wrote their first draft of reviewing, then they read the scoring rubrics for each writing review category (hotel review, film/music review, and restaurant review), after that they identified the strength and weaknesses of their writing, scored their writing, then they revised their draft. In the last step, they submitted their final draft of reviewing writing into the google drive prepared by the lecturer.

The next procedure was to conduct a peer assessment. In the first step the students exchanged their drafts, read their peer work then studied the scoring rubric provided by the lecturer, after that they gave comments to their peer work, and they discussed with the lecturer and their peers when they find difficulties assessing their friend's writing. After that, they uploaded the result of their review. After receiving the results of the review from their peer, the students revised again their writing. When they found difficulties understanding the review from their peer they would ask and discuss it with their peer. Finally, the students wrote their final product of the review writing, they submitted their writing in the

provided google drive. Table 1. shows the analysis sheet consisted of a framework of review writing to provide the students an insight into their writing.

Table 1. Review Writing Framework (Ramet: 2007)

Introduction	Introduce the subject, focus on to point of writing
Content	Continue writing by focusing on the point of the article, dealing with each relevant item in a logical order
Conclusion	Round off article by bringing it back to the beginning.

Using that framework, students assessed their first draft. In this process, the students wrote a note that shows the advantages of self-assessment that they had done:

A male student (AZAA) stated,

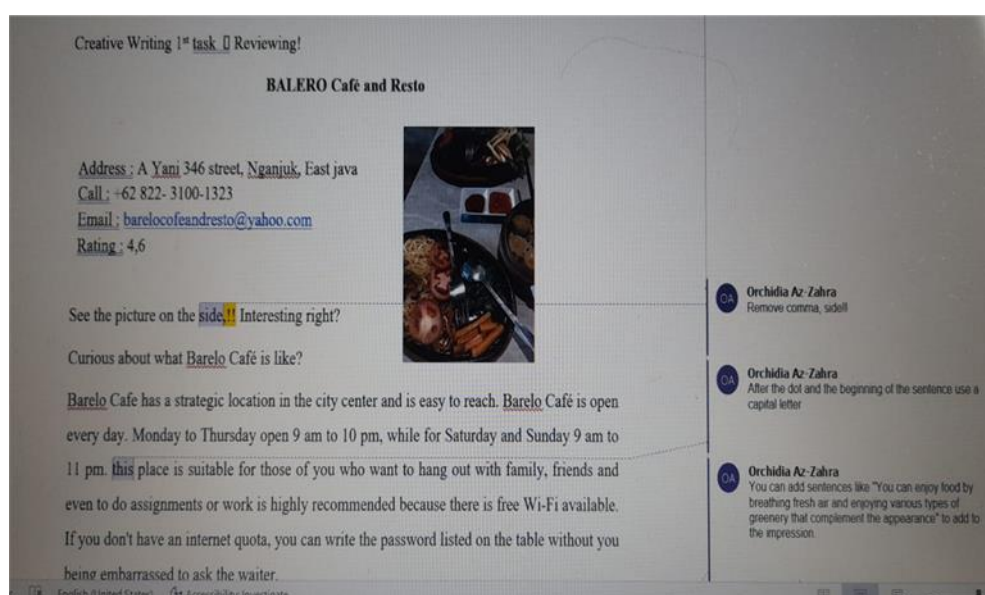
"I got a lot of knowledge from this method. Honestly, this is my first time to review something then assessed my own writing, I have just known that review something is not as easy as I think and there are many ways to do that. By assessed my own review I know that my writing needs to be revised"

Another male student (LB) stated,

"Through this activity I got a lot of new things about how to write review. So, I can express what I felt using logical order. How to make conclusion and opening to be more interesting. By doing self-assessment I know the most grateful thing is to understand how to review text is about and to make people interested in our review."

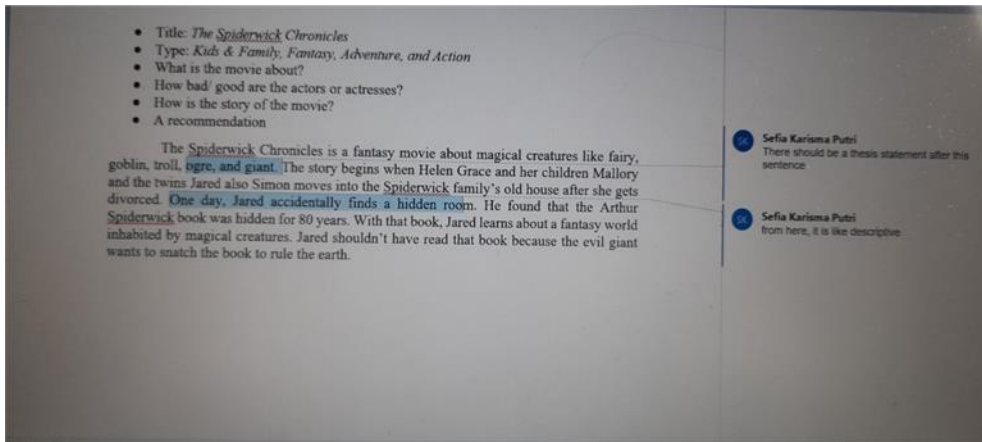
From those two statements, we can see that by doing the self-assessment process, they could reflect on what they have already achieved or not. These findings support the claim of Nitta and Baba (2014) that self-assessment as part of self-reflection plays the most important role in the development of L2 writing. The students process to manage themselves such as to plan, to assess themselves, to adapt, have important role in writing.

After knowing their weaknesses in writing the first draft by conducting self-assessment process. The students revised their review writing and then submitted them to the provided google drive to be assessed by their peer. The following table present some of the peer-assessment results:



Picture 1. Students' Peer-Assessment Process

Picture 1 shows the example of the peer's comments on the draft of the review writing. From the data above we observed that the review included the mechanic aspect (*the use of commas and capital letters*) and the idea of the review writing. Another example is presented in table 2. The peer commented on the organization of the review writing (*thesis statement*).



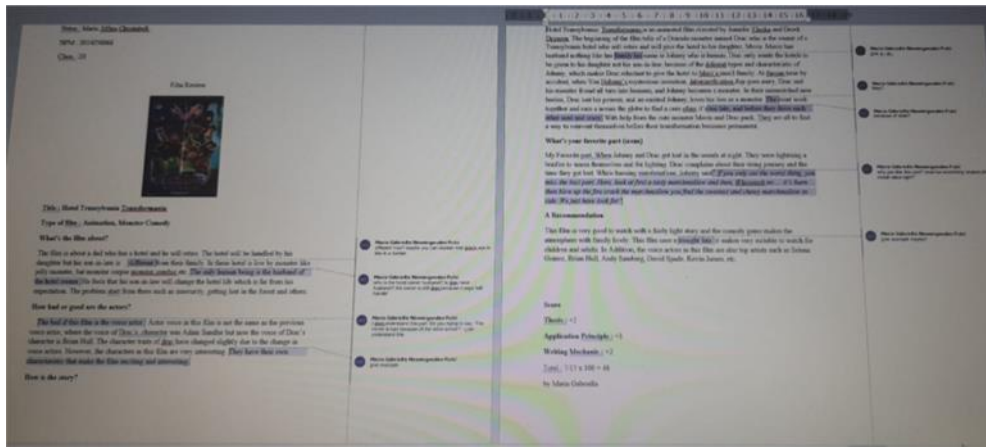
Picture 2. Peer Assessment Result

From Picture 2 above, we can see that the student colleague has also modified the content of the review writing. In the last step of the peer assessment, the peer also assigns a score based on the scoring grid. Table 2 shows the scale used by students during self-assessment and peer assessment when writing about film reviews.

Table 2. Film Review Scoring Rubric

Film Analysis Paper Rubric				
	Outstanding (5 pts)	Acceptable (3 pts)	Poor (2 pts)	No Evidence/Inaccurate (0 pts)
Definition and Thesis/Argument	Provides accurate definition(s) to principle(s) used in <i>their own words</i> AND provides an argument/thesis (what are you trying to convince the reader of in this paper?)	Provides accurate definition(s) to principle(s) BUT lacks a strong thesis statement. OR Partially accurate definition(s) (or, not in own words) BUT strong thesis statement.	Provides partially accurate definition(s) AND lacks a strong thesis statement.	Provides entirely inaccurate definition(s) AND/OR provides no evidence to assess performance.
Application of Principles to Film	Provides accurate examples from film AND articulates a strong justification for examples.	Provides accurate examples BUT provides weak justification for examples.	Provides accurate examples BUT provides NO justification.	Provides entirely inaccurate examples AND/OR provides no justification to assess performance.
Writing Mechanics & Guidelines	Uses well-formed sentences with no grammatical errors. 1 page, single-spaced & uses required paper heading.	Few grammatical errors. Doesn't meet all of the required paper structure guidelines.	Fragmented sentences with frequent grammatical errors and none of the required paper structure guidelines met.	Errors prevent reader from understanding content of paper and none of the paper structure guidelines are met.

This scoring rubric was given at the beginning of the lesson. The teacher explained the description of each indicator in this rubric. Picture 3 below displays an example of the score that the students gave to their peer's writing on film review.

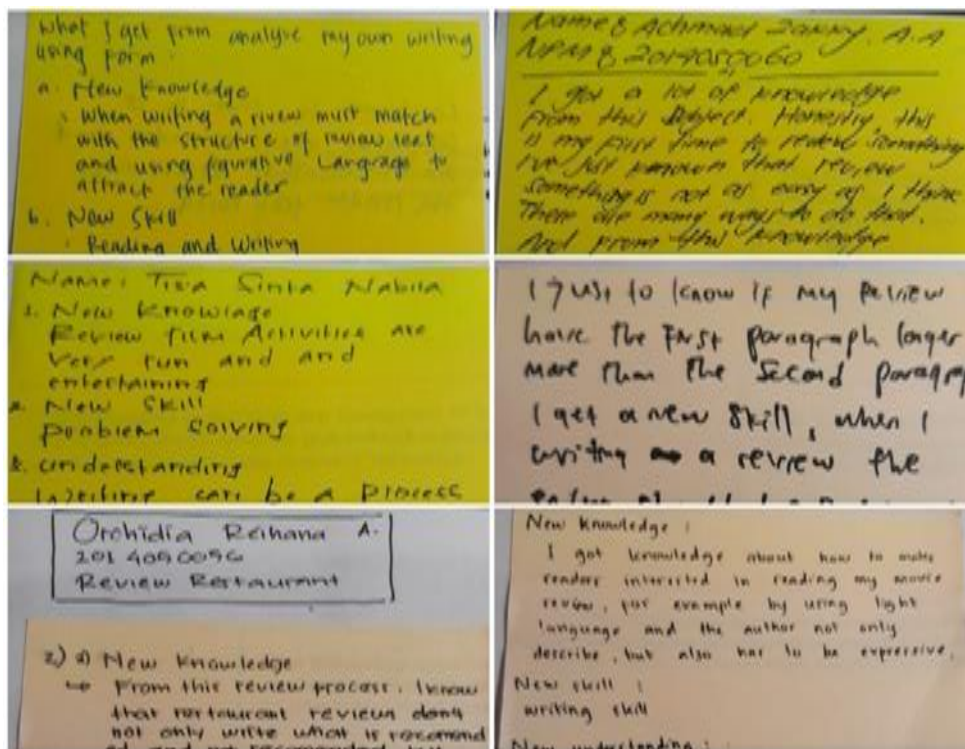


Picture 3. Peer Scoring Result

3.2 STUDENTS' REACTIONS TOWARD THE USE OF SELF-ASSESSMENT AND PEER-ASSESSMENT IN CREATIVE CLASS

Data about the reactions of the students toward the use of self-assessment and peer assessment were obtained from self-reflective notes written by the students and guided interviews given to them.

In the reflective notes, students also stated that by doing self-assessment and peer-assessment they got valuable experiences. The following figure shows their notes after they did self-assessment and peer-assessment.



Picture 4. The Students' Notes Toward the Use of Self and Peer-Assessment in Teaching Creative Writing

Picture 4 shows that students stated that they got new knowledge about giving the critics, experienced the assessment process, got new knowledge on the scoring rubric, gave comments on the students' works, and knew the steps of review writing. Furthermore, they also got new skills in revising their own and peer's works, accepting and giving critics, assessing their works and peer works, editing skills, reading and grammar skills, and assessing the students' work as the teachers did.

In addition, they also said they gained a new understanding of the assessment criteria and grading process by sharing and checking their own work and that of others. It is in line with the results of a study conducted by (Orsmond et al.: 1996), who find that students consider peer assessment to be beneficial to their learning and to have a valuable effect on the teaching learning process (Stancic: 2021).

The data analysis also found that at first-time students were not confident to give the score. They were afraid of making mistakes in scoring and could not give the correct reasons why they gave that score to their peer's work. This finding is consistent with Stancic (2021), who states that peer assessment can be frustrating and difficult for several students, but as they develop their responsibility for their own learning and motivation, students can take the benefits of peer assessment. It enhances their assessment ability and they were able to grade their learning outcomes accurately.

A guided interview was implemented to complete the data collected from the questionnaire. There are five questions related to the implementation of self-assessment and five questions about peer-assessment. The questions were composed based on the activities of conducting self and peer-assessment proposed by Boud and Falchikov (1986). The activities included identifying the strengths and weaknesses in their own or their peer's writing product, and identifying the components of writing that they review. The last two questions were about the students' attitude toward self and the peer-assessment process stated by Saito and Fujita (2004) and Sluijsmans and Moerkerke (1999). In which self- and peer-assessment facilitated the students to improve students' interaction, identification, self-confidence and the quality of their writing product.

Table 3. Self-assessment Process Questions

Questions
1. How did you identify your weaknesses on your review writing?
2. How did you identify your strengths on your review writing?
3. What aspects of writing did you review in your writing?
4. How did you write better by conducting self-assessment?
5. Did feel confident on scoring your own writing using the provided scoring rubric?

Table 4. Peer-assessment Process Questions

Questions
1. How did you identify your peer weaknesses on their review writing?
2. How did you identify your peer strengths on their review writing?
3. What aspects of writing did you review in your peer writing?
4. Did you gave positive comments on your peer writing?
5. Did feel confident on scoring your peer writing using the provided scoring rubric?

On self-assessment and peer-assessment question number one, the students reported that they could notice their own and weaknesses using the scoring rubric.

A female student MA said:

“When the lecturer explained the scoring rubric, I paid attention and asked several questions about the way how to score appropriately. I am so happy because I could act as a teacher/ gave the score”.

Furthermore, another female student TR said that:

“I focused on my mistakes when conducting self-assessment, I tried to fix my draft after doing self-assessment. Even though self and peer-assessment needed much time, I enjoyed doing this as I could apply the knowledge about review writing.

For the aspects of writing that they reviewed were the content, the grammar of the sentences, the usage of vocabulary, and the generic structure of review writing. These findings are consistent with To and Panadero (2019), who find that engaging students in peer assessment can improve students' understanding of key features of the assessment process and the ability to assess learning outcomes. By

conducting self-and peer assessments they could evaluate their work, write another review writing better, learn more deeply about review writing, and write a review that is more engaging for the readers. Eventually, reading other works' reviews could broaden their knowledge and references on review writing, so they write the review better. Doing these activities forces them to read more references about how to assess writing, review how to write incorrect grammar, and enlarge vocabulary.

Students reported that self-assessment and peer assessment helped them get used to being evaluated and receiving the evaluation. They are better at admitting mistakes in the writing process, courageously judging others, and being reflective. This agrees with (De Grez et al., 2012), who find students' good reactions to the use of peer-assessment.

IV CONCLUSION

In conclusion, self-assessment and peer assessment are beneficial for motivating students to learn and to participate actively in the classroom, especially in the context of a writing course. By enabling students to assess their own work and that of their peers, teachers can encourage the students' engagement and responsibility in their own learning. Their ability to think critically and do reflection also can be developed

The benefit of self-assessment and peer assessment outweigh their drawbacks were displayed clearly in this study. They provide students with new knowledge, skills, and understanding.

The new knowledge that they could get such as: did reflection on their works, gave critics and feedback, experienced the assessment process, got knowledge of the scoring rubric, and knew the steps of review writing. The new skills that they experienced such as revising, accepting, and giving critics, assessing their works and peer works, editing skills, reading and grammar skills, and assessing their peer's work as the teachers did. The new understanding that they got for example: knowing the writing scoring rubric and process, sharing and checking their and others' work.

The students' positive response to the use of self-assessment and peer- assessment in writing instruction has shown that these assessments can be applied in writing instruction. However, to avoid the student's hesitation to make mistakes in assessing the other's works, the teacher should provide students with a short and clear scoring rubric.

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SEMANTIC CHANGE ON IMITATIVE SLANG USED BY INDONESIAN NETIZEN

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Abstract

In this digital era, the development of a language can be observed from its use on social media or audio-visual digital platforms such as Youtube, Spotify, or Tik-Tok. This can happen because social media or any digital platform has become a media to deliver any expression freely. Young generation as the largest users of it, used often non-standard language in expressing their thought and it can be led to language change. One of these changes is a change in meaning. This paper aimed to analyses the meaning changes of the words especially those that classified as imitative slang and their function. The data was taken from any written language used by netizens on the TikTok platform and YouTube. This study uses qualitative methods in data analysis. The result showed that there are a widening or expansion of meaning, metaphor, hyperbole, and degeneration or pejoration of meaning through these slang words.

Keywords: *semantic change, slang, social media, meaning*

I INTRODUCTION

One of the language variations is the use of slang in public communication, both oral and written, especially for informal communication among certain circles. Yule (2006) describes slang as words or phrases that are used more frequently than everyday words by young people or certain groups. Nowadays, the use of slang has become wider and spreads quickly thanks to social media or others entertainment platforms that are used as a means of communication from various communities, especially among teenagers. Millennial generations are known as iGeneration or internet generation, who are multitasking and full of creativity, therefore they often make a new change like produce a new slang word that they use in everyday communication.

The existence of a language cannot be separated from the people who use it. In line with society's life which is always dynamic, language also experiences the same thing. A language is always developing, some are progressing with the addition of various aspects, some are even almost extinct because there is no user or no longer used. The development of a language is usually based on needs, the current situation, and of course the wishes of the speaker (Chaika, 1998:8). In this digital era, it is undeniable that social media plays a very important role in spreading various information, including the language used by its users. As its function, the language used can be adjusted to their needs. Therefore, the phenomenon of using slang on social media can be used as a reflection of language development, both mother tongue and foreign language in Indonesia.

The dynamic nature of language will bring changes in several aspects of language. One of the most interesting aspects to be observed is the semantic change or shift in meaning of words. In particular, those that can be classified as imitative slang. According to Allan & Burridge (2006), imitative slang is a slang word that imitates or takes words from standard languages which then gain additional meanings. It is very clear that in imitative slang, there is a change/shift in meaning which is very interesting to analyse other meanings that arise especially when it is used on digital platforms.

Many studies have been conducted on slang, but most only investigate slang based on its type and meaning. However, this research focuses on changes in meaning that occur in words that are classified as imitative slang used by netizens in the Tik-Tok and Youtube applications.

II METHODS

This study used a qualitative descriptive method in analysing the data. According to Creswell (2012), qualitative descriptive research was conducted to obtain a detailed description or explanation of the research object. This method also makes researcher the main key in obtaining data which is classified as an imitative slang word. The data was obtained through observing the text on the audio-visual platforms TikTok and Youtube of the researcher account, especially in the caption and comments column because from these sections we can observe various kinds of spontaneous use of non-standard

language or slang by Indonesian netizens who commented on for your page videos, mostly comedy or viral videos which have a lot of comment, taken on June up to August 2022. Through a random sampling technique, words belonging to this imitative slang word were noted by doing screen captured, then looked up for their literal meaning in the online Indonesian dictionary <https://kbbi.kemdikbud.go.id/> and then determined the contextual meaning, and other meanings that the word may have and then classify them into the type of semantic change that occurs. The final step was to determine the function of these words.

Changes in meaning can be in the form of shifts, developments or deviations from the original meaning. Many things can cause this change in meaning, including technological developments, socio-cultural developments, differences in areas of usage, associations, exchange of sensory responses and differences in responses (Chaer, 2009). Many linguists have arranged their own typology of changes in meaning or semantic change, such as Bloomfield (1933), Ullman (1957), Aminuddin (1988), Blank (1999), etc. The analysis of Semantic change in this article used the 9 types of Semantic change proposed by Bloomfield (1933, 426-427) as following: the widening and narrowing of meaning, metaphor, metonymy, synecdoche, hyperbole, litotes, degeneration, elevation. While in the discussion of meaning, this article describes the literal or lexical meaning and contextual meaning. As for the function of slang, it follows the description from Allan & Burridge (2006), namely to initiate relaxed conversations, to form intimate atmospheres, to express impressions, to address, to express anger, and to show intimacy, to humiliate

III RESULTS AND DISCUSSION

From the data obtained, there has been a change in the meaning of words that are classified as imitative slang, and these words are very often used by Indonesian netizens when communicating on the Tiktok and Youtube platforms. From the data source, there are fifteen words of imitative slang found, but only 8 examples that will be explain in detail to show the semantic change of those words.

3.1 EXPANSION OR WIDENING OF MEANING

Widening refers to meanings that becomes less specific or more general from its previous meanings. According to Aminuddin (1988) a word is said to be expanded if there is an addition of meaning to a lexical and then it can be used in general. Based on observations on various comments of netizens, various term of adress which in formal language are intended for certain individual, but on social media these words expanding the meaning and used in more context, including the words *bunda*, *kaka(k)*, *bang*, *suhu*, *bos*, *gan* (clipping of *juragan* 'master'). For example, the words *bunda* 'mother/mom' and *kaka(k)* already exist in standard language and are used in everyday conversation, but recently they have become very frequently used on social media. The word *bunda* is a term of address for our female parent, while *kaka(k)* is a word of greeting for older siblings or people around who are older than the speaker. Meanwhile, on the platforms, the word *bunda* becomes widespread and non-specific because all women can be called *bunda*, even if they are not your biological mother, are greeted with the word *bunda*, as well as the word *kaka(k)* is used to politely greet fellow netizens. Moreover, in communication on social media, we cannot know whether the person is older and deserves to be called *bunda* or *kaka(k)*. That means the words *bunda* and *kaka(k)* have experienced a widening of meaning because their meaning has shifted from its original meaning. Here are some other examples of lexical items that have experienced an expansion of meaning which are often used in the comment column of netizens.

(3-1) *ternyata suhu... mana lucu lagi*

According to online Indonesian dictionary (kbbi.kemdikbud.go.id), the word *suhu* has 2 lexical meanings, first means temperature, and second means a teacher in the world of martial arts. But on social media, the word *suhu* is used to refers to someone who is considered as an expert in anything, it can be in games, photography, painting, making jokes, or a term of address for people who do cool or even absurd things or out of ordinary. Thus, the word *suhu* has experienced an expansion in meaning because it originally had a specific meaning, then now the use of the word has become wider. The word *suhu* that is often used on social media does not only refers to a martial arts teacher, but someone who is an expert in any field. While its function is to express one's impression of someone who is considered to have shown something great or extraordinary according to netizens.

(3-2) *iri bilang bos; setuju banget bosku*

The word *bos* 'boss' is now often used in social media as a term of address for anyone you want to be called like that. The lexical meaning of the word *bos* actually refers to someone as a leader or superior (in a company) who has power and commands his employees. However, in the context of netizen conversations, this word is a term for anyone (fellow netizens). Therefore, the word *bos* has undergone a widening or expansion of meaning because this word no longer specifically refers to the leadership of the company, but anyone can be called the boss even though they do not have a vertical social relationship such as between superiors and subordinates in work place. The function of using this word is to greet or call other netizens without the intention of elevating one's position, and it also functions to create an atmosphere of familiarity between netizens.

3.2 PEJORATION OR DEGENERATION OF MEANING

Pejoration or Degeneration of meaning is a shift in meaning towards a negative one from the pre-existing meaning. Henry (1989:90) states that a word experiences a pejoration if its meaning becomes worse or lower 'status' than the previous meaning. Some of the words that have this change such as the words *keciduk*, *comot*, *emak*

(3-3) *Abis dari sini keciduk apa ya kira2*

From the sentence above, the word *keciduk* has a different nuance from its pre-existing meaning. *Keciduk / terciduk* means that it has been taken with a scoop (dipper, spoon and so on), while its connotative meaning is taken to be detained by the authorities. However, in today's social media, this word has a more negative nuance, because it is usually addressed to someone who is caught or exposed (by anyone, not just the police) doing things that are unpleasant or negative because they violate norms or ethics, such as an affair or cheating their partner, or do other indecent things. The word *terciduk/keciduk* itself is the equivalence of the phrase *tertangkap basah* 'caught red-handed' but *terciduk/keciduk* becomes worse or lower than its equivalence, so that it can be classified into a pejoration or degeneration meaning change. While the function of using this word is to embarrass someone because it tends to contain negative meanings.

(3-4) *hahaha.. emak2 jaman now punya aturan sendiri*

The word *emak* itself is one of the terms of address for female parent and has no negative impression. But now the word *emak* used on social media tends to have an additional negative meaning because netizens will use this word to refers to middle-aged women who do 'odd' or a little strange action and tend to act a little funny and stupid. As in the example above, it can be seen that the word *emak* in this context is used to refers to a middle-aged woman who turns on the motor sign to the left but instead turns to the right. It is very clear that the meaning of the word *emak* carried a little more negative or lower sense than before. The function of using this word is to address and to express impression but there is little purpose to humiliate or to mock someone (a woman) whose behaviour is funny/silly.

3.3 METAPHOR

Based on Bloomfield's typology in semantic change, metaphor is a change in meaning that occurs due to a similarity in nature so that the word can be used in another meaning, as shown by the words *sultan* and *receh*

(3-5) *Raffi Ahmad foto bareng the real Sultan Andara*

We often encounter the use of the word *Sultan* on social media as a term for very rich people. The word *sultan* itself is a title of nobility / highest position (king) in several regions in Indonesia, such as *Sultan Hamengku Buwono* who holds the highest position in the Yogyakarta Sultanate. However, there are two uses of this word in social media, the first is used as a term of address (noun category). There is still a relationship between the meaning of the word *sultan* before and the word *sultan* used on social media today. A *sultan* is a king or nobleman of an area and usually associated with a person that has abundant wealth, and this trait is then taken as a term for a person who is wealthy even though he does not have royal blood/ancestry. In this case, the word *sultan* can be said to have experienced a semantic change, namely widening of meaning, because it is not referring to very specific person anymore, but it can be any very reach person. The second is used as description (adjective category), usually used to describe something luxurious, for example *sekolah sultan* or *penjor sultan*. *Sekolah sultan* does not means the school of sultans/kings, but the school with very luxurious facilities and very expensive fees. Likewise, *penjor sultan* it does not mean the *penjor* is owned by the *sultan*, but the *penjor* costs quite a lot so that it looks very luxurious. Therefore, the word *sultan* as an adjective means luxurious or high

level. In this case, the word *sultan* can be said to have experienced a change in the meaning namely metaphor, a semantic change due to the similarity in nature or sense. The function is to call or address someone, especially those who have abundant wealth, and also to express impression of something luxurious.

(3-6) **Receh** banget ya selera gue

The lexical meaning of the word *receh* itself refers to money or coins which have a small nominal value. But now, this word has a metaphor meaning that is to describe simple things (as an adjective) because coins associated with something inexpensive, for example in the phrase *makan receh* 'eat cheap food' or *liburan receh* 'inexpensive vacation'. In addition, based on the sentence above, this word is also often used by someone who easily laughs at small jokes. The nature of the word *receh* itself is taken to describe things that are simple and usually does not cost much but still make the speakers happy. It can be said that the word *receh* used in social media considered as imitative slang and experiences change in meaning that occurs due to similarity in nature so that the word can be used in other meanings. The function of using this word is to make the conversation more relaxed, and apart from that it also has an informative function.

3.4 HYPERBOLE

A word is said to have a hyperbole when its meaning is exaggerated to give stronger meaning to the word even though the meaning relationship still exists with the initial meaning. Imitative Slang words that are often used on social media and can be said have a total change in meaning such as *bengek*, *pecah*, *obat* in phrase *ga ada obat*,

(3-7) **Bengek** bang, ampun dah

We often found this word *bengek* 'whiny' in netizens' comments on a funny video on Youtube or Tiktok platforms. Literally, this word means a condition with shortness of breath (illness). However, in the context of the sentence above, the word *bengek* is used to express the condition of the speaker who, because of something very funny, laugh so hard that he is (like) short of breath. In fact, they often only write *bengek* as a comment on funny content and are usually accompanied by emoticons that express face(s) laughing until tears come out. So, it can be said that the word *bengek* used by netizens has hyperbole in meaning because it has only a little relationship with illness, it only takes the condition which is shortness of breath, and this word *bengek* replaces the expression of laughing out loud. The function of using this word is to make the conversation more relaxed, and also to inform that the video can make the viewer laugh out loud in watching it.

(3-8) *Bali emang ga ada **obat** toleransinya*

Literally, the word *obat* 'medicine' is usually related to health problems, both physical and mental health. However, in the context above, the word *obat* does not refer to ingredients or health products that function to cure disease. The word *obat* in the expression *ga ada obat* 'no medicine' has become exaggerated in meaning. This phrase is often used to express/state that something or someone is very special, extraordinarily good, so that nothing can compete with it. It can be said that the word *obat* in that phrase has a total change in meaning because there is nothing to be cure here, but if it is used in the phrase *ga ada obat*, netizen want to convey that nothing can 'cure' the goodness and it means that thing is extremely good. It has an expressive meaning and functions to express an impression about something, in this case the impression of netizens on the harmony and tolerance of religious communities in Bali.

IV CONCLUSION

The language on social media is non-standard language or also known as written slang used by netizens to interact. The use of imitative slang in netizen communication is quite common with other types of slang. Based on the results of the analysis, several lexical items that did exist before have become very popular and have a shift or change in meaning. From the data analysed, the semantic changes that occur in these imitative slang words include widening or expansion of meaning, degeneration or pejoration, metaphor and hyperbole. It does not rule out the possibility of other semantic changes considering the variety of slang used by netizens on social media. The use of these words serves to initiate relaxed conversations, to form intimate atmospheres, to express impressions, to address, to

express anger, to show intimacy, and to humiliate. his research also proves that social media can play a role in bringing change or showing the development of a language.

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STUDENTS' PERCEPTIONS TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract

The adoption of online learning is one indication of increased technological empowerment in education. Teachers apply online learning to achieve learning goals even at a distance. However, the implementation of online learning falls short of educators' expectations. This study aimed to discover the perceptions of eleventh-grade students at SMA Taman Mulia and the challenges they confront during online English language teaching and learning. This study used an online survey to collect the data. From the data, 61% of students negatively perceived online English learning whereas 57% of students agreed that materials become harder to understand during online English language teaching and learning. Meanwhile, students gave positive perceptions regarding assignments and the teacher's explanations. The study also found that most students faced challenges such as incomprehension, lack of vocabulary and fluency, lack of communication, unmotivated, limited time, and low signal and internet quota. Therefore, it is clear that online English language teaching and learning require more focus in terms of both materials' delivery and students' challenges, particularly those related to understanding.

Keywords: *Challenges, Online English Learning, Students' Perceptions*

I INTRODUCTION

The realization of online English language teaching and learning results in various perceptions and difficulties for students. The significance of students' perceptions can be used as proof of the effectiveness of online English language teaching and learning. Excellent learning at all levels should be one that can guarantee the development of intellectual students. Carliner (2004) stated that online learning refers to using a computer to present learning materials. Educators can publish subject content in files using specific computers or hardware. Bakia, Shear, Toyama, and Lasseter (2012) added that online learning describes various activities that use the internet to give access to educational resources and promote interaction between teachers and students both within and outside the classroom.

Considering online learning requires the presence of teachers and students to achieve learning objectives, students' perceptions regarding the process of online English language teaching and learning are critical. Perception is a mixture of several complex stimuli and meaningful experiences of external events or things (Mather, 2014). Perception, in its literal sense, refers to each human's ideas due to receiving input from an item. Individuals organize and interpret sensory experiences to provide meaning to their surroundings, which can be called perception (Robbins, Judge, & Breward, 2016). In reality, it should recognize that every individual has a unique view of it, even when confronted with an identical situation or item. In addition, perception is a very complicated cognitive behaviour that occurs in each individual's unique view of society, a viewpoint that may be highly unlike reality (Luthans, Luthans, & Luthans, 2021). In line with Buchanan and Huczynski (2019), a human comes from diverse social and physical origins, as well as their beliefs, passions, and expectations, leading to differences in perceptions. Therefore, a learner's background might also affect whether or not they respond positively to anything.

As previously mentioned, online learning is known to encounter a variety of barriers during the learning process. The absence of interaction between educators and students is the primary reason for students' inability to comprehend the learning material. A strong and quality learning system should contain a common reaction from students to the teacher to produce cognitively qualified pupils. Incomprehensible materials, restricted time, and a lack of variety in media all contribute to students' lethargy during the learning process. Additionally, this study observed that students struggled with assignments due to the fact that they did not understand the material offered by the teacher.

This study attempted to determine students' perceptions and challenges regarding online English language teaching and learning. Thus, this study used the quantitative descriptive study as the research design. By understanding students' perceptions and the challenges faced during online English language teaching and learning, teachers may enhance their approaches and the quality of their students.

Afterward, this is necessary to conduct a study regarding students' perceptions and the challenges of the process of online English language teaching and learning.

II MATERIALS AND METHOD

This study employed a descriptive quantitative approach in this study. The instrument used to collect the data was a questionnaire. The questionnaire made was open-ended questions. Students' perceptions were analysed through steps such as filtration of the data, visualization, and formulating and validating the conclusions. In this study, the Microsoft Excel application was used to analyse the statements that the participants submitted. After this step, the gathered computation results were shown in tables and charts with percentages for each item.

III RESULTS AND DISCUSSION

3.1 FINDINGS

3.1.1 STUDENTS' PERCEPTIONS TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

This aspect's outcome was intended to describe students' perceptions of the online English learning experience. The percentage of pupils who answered positively to the first question is 33%. On the other side, 61% of pupils negatively view online English language learning and teaching. As many as 6% of the pupils chose the neutral side. The following table illustrates the above:

Table 1. Students' Perceptions Toward Online English Language Teaching and Learning

Category	Count	Percent
Students' Positive Perceptions	12	33%
Students' Neutral Perceptions	2	6%
Students' Negative Perceptions	22	61%
Total	36	100%

Based on the evidence presented above, the researchers conclude that the process of online English language teaching and learning, in general, appears to be failing. It can be seen in several unpleasant statements from students.

3.1.2 STUDENTS' PERCEPTIONS OF THE MATERIAL GIVEN BY THE TEACHER DURING THE ONLINE ENGLISH LEARNING PROCESS

Some individuals made outstanding claims about their ability to comprehend the material while studying English online. The remarks they made were subdivided into several themes by the researcher. The goal is to capture the core of their justifications. Table 2 contains details on their statements:

Table 2. Students' Positive Perceptions of The Material Given by The Teacher during Online English Language Teaching and Learning

Category	Example of Statement	Count	Percent
More Focus	Easy and more focus	2	15%
Comprehensible	Easy to understand. The reason is that the material provided by the teacher is relatively easy to understand	8	62%
Resourceful	It is easy to understand because we can look for sources from media platforms other than what the teacher explained.	3	23%
	Total	13	100%

Based on the table, it can be seen that there were 62% (eight participants) agreed that the material during online English learning is simple to comprehend because the teacher delivers material that is

relatively easy to understand. Even the teacher only delivers the material to Google Classroom without have meeting through Google Meet.

In this section, the researchers discussed the participants' negative perceptions regarding the ease of understanding the English material during online learning. Their statements are summarized in table 3 below:

Table 3. Students' Negative Perceptions of The Material given by The Teacher during Online English Language Teaching and Learning

Category	Example of Statement	Count	Percent
Need Explanation	No, because I need an explanation from the teacher	4	20%
Difficult to Comprehend	Online English learning is difficult because I do not understand the material given online.	12	60%
Hard to Ask the Teacher	No, because during online learning, it is hard for us to ask questions to the teacher	2	10%
Unable to Understand English	No, because I do not know the meaning of English words	2	10%
	Total	20	100%

Based on the facts provided above on the material used during online English learning, it is clear that students have trouble understanding the material. Even while some students supplied good feedback, it cannot be ignored that a more significant number of students have negative perceptions of the information provided during online English learning. Even though some students stated that the content grew simpler to understand during online English learning, many more stated the contrary. It is supported by other students' statements that they require further explanation of the material delivered by the teacher.

3.1.3 STUDENTS' PERCEPTIONS OF THE ASSIGNMENTS GIVEN BY THE TEACHER DURING THE ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

This section seeks to discover participants' perceptions of the ease they complete assignments while participating in online English language teaching and learning. Each participant responded to this question, citing a variety of reasons. Table 4 summarizes the participants' perceptions.

Table 4. The Ease of Doing Assignments during Online English Language Teaching and Learning

Category	Count	Percent
Students' Positive Perceptions	22	61%
Students' Neutral Perceptions	3	8%
Students' Negative Perceptions	11	31%
Total	36	100%

It can be observed that more than half of the participants claimed that each assignment grew simpler throughout online English language teaching and learning. It can be noticed from the statistic reveals that 61% (twenty-two participants) offered a good assessment of the ease of accomplishing tasks during online English language teaching and learning.

3.1.4 STUDENTS' PERCEPTIONS OF THE TEACHER'S EXPLANATIONS OR DELIVERY DURING ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

In the learning process, the teacher was using lecturing method and after that the teacher gives assignments for taking understanding. Therefore, here the researchers may get insight into students'

perceptions of the teacher's explanation concerning their pleasure in online English language teaching and learning. The following are the outcomes of the investigation:

Table 5. Students' perceptions Toward Teacher's Explanations

Category	Count	Percent
Students' Positive Perceptions	18	51%
Students' Neutral Perceptions	2	6%
Students' Negative Perceptions	15	43%
Total	35	100%

The participants had a positive view of the explanation provided by the teacher, which resulted in them being pleased with online English language teaching and learning. The reality may show that the proportion of positive statements reached the most incredible amount, indicating that 51% (eighteen participants) made positive statements.

3.1.5 STUDENTS' CHALLENGES TOWARD THE PROCESS OF ONLINE ENGLISH LANGUAGE TEACHING AND LEARNING

In this section, the researcher discusses the challenges students face during online English language teaching and learning. The following are the statements made by participants.

Table 6. Students' Challenges During Online English Language Teaching and Learning

Category	Example of Statements	Count	Percent
English fluency	The challenge is not very fluent in English	4	11%
Incomprehensible	do not understand the material	12	33%
No challenges	No difficulties	4	11%
Quota and Signal Internet	Limitations on signal and quota	5	14%
Limited Time	Time, because I think collecting assignments on time is a challenge.	3	8%
Hesitation	I feel doubt because there is no explanation or examples when doing tasks online.	1	4%
Lazy	Sometimes confused about understanding the material being studied, quota barriers, and sometimes feeling a little lazy	3	8%
Do the tasks	Making and practicing dialogue is an example.	4	11%
	Total	36	100%

Based on the data given above, students face problems on average, specifically a lack of comprehension gained during online English language learning and teaching. Notably, they receive virtually no explanation relating to English lessons. The next challenge is quota and signal internet because the school did not provide internet facilities (Wi-Fi) for students.

The researchers have incorporated significant results for the six items above in the table below for the reader's convenience.

Table 7. Conclusion to the findings

No	Category	Result	%
1	Students' Perceptions Toward the Process of Online English Language Teaching and Learning	Negative	61%
2	Students' perceptions of the materials given by the teacher during the online English language teaching and learning process	Difficult to understand	12%
3	Students' perceptions of the assignments during online English language teaching and learning process	Easy to do	22%
4	Students' perceptions of the teacher's explanations or delivery during online English language teaching and learning process	Positive	51%
5	Students' challenges in the process of online English language teaching and learning	Incomprehensible	33%

3.2 DISCUSSION

The results of this study indicate that the process of online English language teaching and learning for eleventh-grade students at SMA Taman Mulia was deemed poor based on students' statements in filling out the questions given, especially in terms of the materials provided by the teacher. Meanwhile, students regard the teacher's explanation as simple to comprehend. Students' difficulties were also identified as a reason for the ineffectiveness of the online English learning process regarding materials and assignments. Participants' incapacity to understand the online English teaching materials and assignments provided by their teacher is the most prevalent challenge they experience.

Throughout online English language teaching and learning, students confronted numerous cognitive and personal problems. A previous study by Harahap and Ratmanida (2021) found that the students responded well and agreed that online English learning was going well, despite various difficulties. The lack of improvement in students' English skills during online English learning is why students feel online learning is not profitable. Students face obstacles such as a lack of explanation, and understanding, poor motivation, various environmental distractions, and others. Even though the teacher has aided the learning process by using the application and proper learning material, online English language teaching and learning remain difficult.

On the other hand, due to technological advances and information resources, students find it very simple to complete the tasks assigned by the teacher. Unfortunately, the results of this study contradict those found by Agung, Surtikanti, and Quinones (2020), who discovered that learners felt burdened and pressured by the teacher's assignments. The participants' diverse qualifications probably are the cause of the discrepancy.

The startling discovery is that the inaccuracy in the utilization of teaching methods also affects students' understanding. The teacher should employ teaching strategies to get students involved and develop a mutually beneficial communication relationship when learning English online. It was discovered in this study that the teacher's method of teaching has a significant effect on students' comprehension, leading to students' positive perceptions of the teacher's explanation. Alawiyah (2021) also found that students positively respond to the teacher's explanations in delivering the subject matter, as we know that inaccuracy in explaining the subject can make it more complicated for students to grasp the lesson.

The process of online English language teaching and learning can be made to be more effective by choosing the appropriate materials, assignments, and teacher explanations. This research is almost the same as Rifiyanti (2020), who found that employing the right technology, quality, and teachers' competency to enhance and help students involved in online learning environments is helpful during online English learning. Further work is urgently needed to find ways to solve online English learning challenges for high school students, besides what factors make teacher explanations easy to understand during online English language teaching and learning.

IV CONCLUSION

This study aimed to find out students' perceptions regarding materials, assignments, and teachers' explanations during online English language teaching and learning. Besides, the researcher was interested in finding out the challenges students face in online English language teaching and learning. From the previous chapter, the researcher notices. Although learning applications like Google Classroom are frequently used at SMA Taman Mulia, online learning is not successful overall. Moreover, materials given by the teacher during online English language teaching and learning seem challenging to understand. On the other hand, students gave positive perceptions of the assignments and the teacher's explanations. Some challenges students faced include cognitive and personal factors, such as incomprehensible, less explanation, low motivation, internet and quotas, environmental distraction, and limited time to study.

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THE IMPACT OF KADATUA DIALECT ON STUDENTS' ENGLISH PRONUNCIATION

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Abstract

This paper presents descriptive quantitative research investigating how the Kadatua dialect can influence the English pronunciation of second-grade students of SMPN 1 Maginti. The subjects of this study were 8 second-grade students at SMPN 1 Maginti with Kadatua ethnic background. The research instrument used was an interview and a test. The test was done by asking students to read a list of several English words to record and analyse their pronunciation. The results show that Kadatua dialect influenced students' pronunciation of the following sounds: /ə/, /æ/, /ɜ:/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/, /ð/, /ʒ/, and /θ/. Although some sounds cannot be pronounced correctly, it does not mean they are affected because these sounds do not exist in the Kadatua dialect alone. This would mean that the Kadatua dialect does not affect the overall students' English pronunciation. Some of the sounds that are not influenced by the Kadatua dialect are as follow: /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/, /e/, /eɪ/, /aɪ/, /ɔɪ/, /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and /w/. Although these sounds can be pronounced properly and correctly, it does not mean that all these sounds are only found in the Kadatua dialect. This ease of pronunciation is identified because of the dialect features similarity of Kadatua with English language.

Keywords: *English pronunciation; Kadatua dialect, Maginti*

I INTRODUCTION

This research was conducted based on the phenomenon of students' difficulties in pronouncing words in English. There are many factors that students have difficult in learning English pronunciation. According to Kenworthy (1987) in Harun (2019), the factors that play a role in learning pronunciation are mother tongue, phonetic abilities, age, attitudes and identity factors. Avery & Ehrich (2013) suggested that the process of language transfer can be done in three different ways. First, people communicating primarily in their mother tongue make it difficult for them to produce newly learned English sounds. Second, there are various sounds of the first language that are not present in the sounds of the second language. Third, the difference between the first language and the second language can cause students to have difficulty pronouncing the second language. The mother tongue has a significant influence on students' difficulties learning to pronounce a second language. Indonesia has many different mother tongues, consequently, students from various backgrounds and dialects will find it challenging to construct sentences in English as a second language. According to Murcia et al. (2010), learning a second language can be impacted by a student's mother tongue, which in turn becomes the primary cause of students' difficulties in learning pronunciation. Indonesia has a variety of mother tongues, so students from various backgrounds and dialects will find it challenging to construct sentences in English. Strong dialects and the production of different phonemes are obstacles for them to learn a new language (Nasir, 2016). From all of these, we can conclude that the most important articulation-influencing factor in English pronunciation is the mother tongue, which presents a significant challenge for EFL English learners.

Even though the students of SMPN 1 Maginti have been taught pronunciation of English vocabularies, their progress is very slow. Furthermore, the majority of students at this school are from two ethnic groups: the Bajo and Kadatua tribes. The Bajo tribe speaks a dialect similar to the Bugis. Meanwhile, the Kadatua tribe speaks Kadatua, which is a mix of Butonese and Muna dialects. The Kadatua language is primarily spoken by the people of Maginti Island, precisely in the village of Kangkunawe, Maginti District, West Muna Regency.

The purpose of this study is to find out how Kadatua dialect can influence students' English pronunciation ability on English consonants, vowels and diphthongs.

II MATERIALS AND METHODS

2.1 LITERATURE REVIEW

2.1.1 PRONUNCIATION

Dalton and Seidlhofer (1995) divide pronunciation as the production and reception of sound and as the act of speaking. According to Dewi (2017) pronunciation is the way a word is spoken by the speaker in the form of sound to make meaning. From the various definitions above, the researcher concludes that pronunciation is one of the sub-language skills in learning a language. It plays an important role because it has a direct effect on the interlocutor. By pronouncing the words clearly, the listener will understand what the speaker is saying but if the pronunciation is not clear enough, the other people will be confused when they hear what is being said. According to Fadillah (2020), several variables influence how English is pronounced including the influence of the mother tongue, exposure to the target language, and biological factors. The primary cause of students' difficulties in learning pronunciation is their mother tongue. Indonesia has many different mother tongues, so students from various backgrounds and dialects will find it challenging to construct sentences in English. Tilman (2015) asserts that the tendency to pronounce L2 words using L1 phonological structures is a barrier to EFL learning. It can be inferred that the mother tongue plays a significant role in English pronunciation, which becomes a major barrier for English learners as EFL.

2.1.2 DIALECT

According to Jackson & Peter (2011: 156), dialect refers to the structural content of the speaker's language, including certain words used, distinctive syntactic constructions, and specific ways of expressing negation, plurals, tenses, and more. Dialect can be understood as a variety of language that is recognizable within a specific geographical area (social dialect) or among certain social classes. Dialect encompasses characteristics related to pronunciation, vocabulary, and sentence structure. Edward (2009:63) also describes dialect as a language variety that differs from others in terms of vocabulary, grammar, and pronunciation across three dimensions.

2.1.3 KADATUA DIALECT

The Kadatua is a tribe in Indonesia that inhabits Southeast Sulawesi. The original Kadatua tribe itself comes from South Buton, precisely in Kadatua District. Currently, the Kadatua tribe has spread across Southeast Sulawesi, one of which is on Maginti Island, precisely in Kangkunawe Village, Maginti District, West Muna Regency. The Kadatua tribe on Maginti Island already has a different dialect from the original Kadatua tribe who has Gala accent (Nazar, 2018).

Several prior researchers have examined the correlation between dialect and English pronunciation by conducting studies regionally in certain areas of Indonesia. Among them were, Dewi (2017) from the results of her research revealed that the Brebes Javanese dialect gave a negative transfer to the vowel sound [ɪ], and diphthongs [eɪ], [aɪ], [ɔɪ], and [ɪə] and gave a positive transfer to the final consonant sound [b], end [d], and end [g]. However, it did not provide any transfers to the English initial cluster /st/, /spr/, and /str/. Furthermore, (Ati, 2020) in his research explained that the Kemak Sanirin dialect contributed positively to the transfer of vowels (i, ɪ, u, e, ɔ, and ə) and diphthongs (eɪ, aɪ, au) but was significantly negative at (ɔɪ, eə, and ɪ ɪə), then negative transfer is not significant for consonants (p, b, k, r, s, g, m, d, h, f, w) but significant on consonants (z), and how the teacher corrects the students' pronunciation correctly. While research on the Kadatua tribe itself there is only one study, namely that conducted by Nazar (2018). He found that the Kadatua dialect Muna language has pragmatic forms, in this case is maxim forms. The form of the maxim is based on the principle of politeness.

From the description above, it can be concluded that regional dialects have an influence on English pronunciation for students who are learning English, especially on vowels, consonants and diphthongs. This is due to their habit of using regional dialects on a daily conversation. This research also focuses on the segmental features of pronunciation such as vowels, consonants and diphthongs. The novelty in this study compared to the previous studies is that previous researchers have not touched on the use of technology to help students when learning English pronunciation. This research tries to alleviate students' difficulties in learning English pronunciation by using an application on a smartphone namely Kephem English Pronunciation. Although learning English pronunciation of course requires guidance from their teacher at school, students can also monitor and correct their pronunciation properly by themselves autonomously by using this application.

2.2 METHOD

This research is a descriptive quantitative study. Sugiyono (2016) stated that descriptive quantitative research aims to evaluate the significance of the independent variable, either singular or multiple variables, without engaging in comparisons or establishing connections with other variables. As stated by Sugiyono (2016), descriptive research is conducted to estimate the value of the independent variable, whether it stands alone or is linked with other variables, without making comparisons. Data collection is carried out to obtain information related to phenomena, conditions, or certain variables and is not intended to test hypotheses.

This study aimed to describe English vowels and consonants pronounced among students with Kadatua background. This research used pronunciation test by recording English vowels and consonants produced by second grade students of SMP N 1 Maginti with Kadatua background. English pronunciation test used to find out students' ability in reciting English texts.

This research was taken place on the island of Maginti, Maginti District, West Muna Regency, Southeast Sulawesi province. The subject of this research was the second grade of SMPN 1 Maginti. Since there was only one class of the second grade, therefore, the researcher took the entire sample with consideration all students live and grow in Maginti island and speak Kadatua dialect. Before having had the test the subjects were interviewed first. There were 24 students interviewed to know deeply their background and after that eight of the students were selected based on their capability on communication in Kadatua dialect.

The research data analysis method employed in this research is descriptive quantitative. Descriptive statistics, as defined by Sugiyono (2016), involve the analysis of collected data from studied objects in their present state, focusing on describing or summarizing the data rather than aiming to generalize or draw conclusions. The process of quantitative descriptive analysis on the data collected from this research instrument involves the following steps: (1) tabulating answers: the researchers quantified the number of errors made by each student in pronouncing the word. This involves identifying and categorizing the data to determine the pronunciation errors made by the students. (2) sorting out mispronunciations: The answers provided by the respondents are carefully examined to identify words that have been mispronounced. This step involves systematically organizing the data to highlight instances of incorrect pronunciation. Next, (3) finding the total score of incorrect pronunciation relative to the total number of words. Each question item is recapitulated the value obtained to find the total score. The last, (4) calculating percentage, calculating student errors based on error frequency at the level of certain phoneme/syllable in a given word.

III RESULTS AND DISCUSSION

3.1 FINDINGS

3.1.1 INTERVIEW RESULT

This research was conducted at SMP Negeri 1 Maginti. Data were taken from interviews with 24 students at the second grade. The Interview used Kadatua dialect. The interviewer used probing question type or digging question to get more information about students communicating in Kadatua dialect. Records are used to obtain valid data through interview. This was conducted to filter these participants to know deeply their background such as (1) where they were born and grew up, (2) what is the first language they taught, (3) who they speak using Kadatua language with, (4) where and how often do they use it, (5) what is their current level of mastery of the Kadatua dialect they have. And (6) where do they now and their capability on communication in Kadatua dialect. From 24 students only eight who met the qualification to be participant on this research. Some of them were born in another place but raise in Kungkunawe village. Only eight of them speak Kadatua as their first language but the remaining students speak Indonesia language as their first language even though they understand how to speak Kadatua but not fluently. The following data are obtained from the results of interviews.

Table 1. Interview Results

No.	Respondent	Mother Tongue	Origin	Current Address
1	S03	Kadatua	Kadatua	Kangkunawe Village
2	S14	Kadatua	Kadatua	Kangkunawe Village

3	S17	kadatua	Kadatua	Kangkunawe Village
4	S18	Kadatua	Kadatua	Kangkunawe Village
5	S19	Kadatua	Kadatua	Kangkunawe Village
6	S21	Kadatua	Kadatua	Kangkunawe Village
7	S23	Kadatua	Kadatua	Kangkunawe Village
8	S16	Kadatua	Kadatua	Kangkunawe Village

Based on the table above, the researcher selected eight students with Kadatua ethnic background to do the pronunciation test. In order to identify the pronunciation errors made by the students, the researcher instructed them to read a list of English words that was provided specifically for this purpose.

3.1.2 ENGLISH PRONUNCIATION TEST RESULTS

After selecting the participant based on their background and communicating in Kadatua dialect, the researcher then testing their ability in pronouncing certain English words by giving them list of words and recorded it. The following is a list of words used in the English pronunciation tests.

Table 2. List of words used in pronunciation tests

Symbols	List of words	Symbols	List of words	Symbols	List of words
/r/	Return	/əv/	Over	/v/	Vest
/e/	Head	/aʊ/	Brown	/θ/	Think
/p/	Spot	/ɔɪ/	Boil	/ð/	Together
/ʌ/	Much	/ɪə/	Beer	/s/	Sunday
/ʊ/	Good	/eə/	Hair	/z/	Frozen
/ə/	Handsome	/ʊə/	Cure	/ʃ/	Ship
/æ/	Land	/p/	Pay	/ʒ/	Version
/ɜ:/	Bird	/b/	Boot	/h/	Host
/i:/	Meat	/t/	West	/m/	Term
/u:/	Drew	/d/	Drink	/n/	Pensive
/ɑ:/	Park	/k/	Make	/ŋ/	Sing
/ɔ:/	Born	/g/	Bag	/l/	Low
/ei/	Game	/tʃ/	Chalk	/r/	Fry
/aɪ/	Try	/dʒ/	Joy	/j/	Yolk
		/f/	Fast	/w/	Why



Picture 1. Students are being practiced for their English pronunciation

In analysing the sound produced in the recording of the student's pronunciation the researchers employed software SIL Speech Analyzer To see which vocabulary that participants have errors pronouncing during the initial test, it can be seen in the following table:

Frozen ('frəʊ.zən)	'frəʊ.zə n	'frəʊ.z ən	'frəʊ.z ən	'frəʊ.z ən	'frəʊ.z ən	'frəʊ.z ən	'frəʊ.z ən	'frəʊ.z ən
Ship (ʃɪp)	ʃɪp	ʃi:p	ʃɪp	ʃɪp	ʃɪp	tʃɪp	ʃɪp	tʃɪp
Version ('vɜ:.ʒən)	fɜ:.ʒən	vɜ:.ʒən	fɜ:.ʒən	feʃən	fɜ:.ʒən	fɜ:.ʒən	fɜ:.ʒən	fɜ:.ʒən
Host (həʊst)	həʊst	həʊst	həʊst	həʊst	həʊst	həʊst	həʊst	həʊst
Term (tɜ:m)	tɜ:m	tɜ:m	tɜ:m	tɜ:m	tɜ:m	tɜ:m	tɜ:m	tɜ:m
Pensive ('pen.sɪv)	'pen. sɪv	'pen. sɪv	'pen. sɪv	'pen. sɪv	pen. sɪv	pen. sɪv	pen. sɪv	pen. sɪv
Sing (sɪŋ)	sɪŋ	sɪŋ	sɪŋ	sɪŋ	sɪŋ	sɪŋ	sɪŋ	sɪŋ
Low (ləʊ)	ləʊ	ləʊ	ləʊ	ləʊ	ləʊ	ləʊ	ləʊ	ləʊ
Fry (fraɪ)	fraɪ	fraɪ	fraɪ	fraɪ	fraɪ	fraɪ	fraɪ	fraɪ
Yolk (jəʊk)	jəʊk	jəʊk	jəʊk	jəʊk	jəʊk	jəʊk	jəʊk	jəʊk
Why (waɪ)	waɪ	waɪ	waɪ	waɪ	waɪ	waɪ	waɪ	waɪ
Vest (vest)	Vest	vest	fest	fest	fest	vest	vest	vest

The table below is a recapitulation of the classification of students' pronunciation errors in the form of phonetic symbols.

3.1.2.1 Kadatua's Students in Pronouncing English Vowel

The vowel pronounced by Kadatua's Students can be seen from the following table:

Table 4. vowel pronounced

No.	Subject	Classification of Pronunciation Errors in Vowels												Total Error
		/ɪ/	/e/	/ɒ/	/ʌ/	/ʊ/	/ə/	/æ/	/ɜ:/	/i:/	/u:/	/ɑ:/	/ɔ:/	
1	S03	x	x	√	√	x	√	√	x	√	√	√	√	4
2	S14	x	x	√	√	x	x	√	x	√	√	√	√	5
3	S17	x	√	√	√	x	x	x	x	√	√	√	√	5
4	S18	x	√	√	√	√	√	x	x	√	√	√	√	3
5	S19	x	√	√	√	√	√	x	x	√	√	√	√	3
6	S21	x	√	√	√	√	√	x	x	√	√	√	√	3
7	S23	x	√	√	√	√	√	x	x	√	√	√	√	3
8	S16	x	√	√	√	√	√	√	x	√	√	√	√	2
Total		8	2			3	2	5	8					28
Percentage of Error		28, 6%	7,1 %			10, 7%	7,1 %	17, 8%	28, 6%					100

Based on the classification of vowel pronunciation errors of Kadatua's students, all participant made a mistake when pronouncing the sound /ɜ:/ on the word 'bird' and the sound /ɪ/ on the word 'return'. The second, there are 5 subjects who mispronounced the sound /æ/ on the word 'land'. Next, the sound /ʊ/ on the word 'good', with a total of 3 subjects who mispronounced the sound. sound /e/ and /ə/ each of 2 subjects who mispronounced it. All participants pronounced correctly the sounds /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, and /ɔ:/.

3.1.2.2 Kadatua's Students in Pronouncing English Diphthong

The diphthong pronounced by Kadatua's Students can be seen from the following table:

Table 5. Classification of Pronunciation Errors in Diphthongs

No.	Subject	Classification of Pronunciation Errors in Diphthongs								Total Error
		/eɪ/	/aɪ/	/əʊ/	/aʊ/	/ɔɪ/	/ɪə/	/eə/	/ʊə/	
1	S03	√	√	x	x	√	x	x	x	5
2	S14	√	√	√	x	√	x	x	x	4
3	S17	√	√	x	x	√	x	x	x	5
4	S18	√	√	x	x	√	x	x	x	5
5	S19	√	√	x	x	√	x	x	x	5
6	S21	√	√	√	x	√	√	x	x	3
7	S23	√	√	x	x	√	x	x	x	5
8	S16	√	√	√	x	√	√	√	x	2
Total				5	8		6	7	8	34
Percentage of Error				14,7%	23,5%		17,6%	20,6%	23,5%	100

Based on the classification of vocal pronunciation errors of Kadatua's students, all participant made a mistake when pronouncing the sound /ɜ:/ on the word 'bird' and the sound /ɪ/ on the word 'return'. The second, there are 5 subjects who mispronounced the sound /æ/ on the word 'land'. Next, the sound /ʊ/ on the word 'good', with a total of 3 subjects who mispronounced the sound. sound /e/ and /ə/ each of 2 subjects who mispronounced it. All participant pronounced correctly the sounds /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, and /ɔ:/.

3.1.2.3 Kadatua's Students in Pronouncing English Consonant

The consonant pronounced by Kadatua's students can be seen from the following table:

Table 6. Classification of Pronunciation Errors in Consonants

No.	Subject	Classification of Pronunciation Errors in Consonants																				Total Error						
		/p/	/b/	/t/	/d/	/k/	/g/	/tʃ/	/dʒ/	/θ/	/ð/	/h/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/	/h/	/m/	/n/		/ŋ/	/l/	/r/	/j/	/w/	
1	S03	√	√	√	√	√	√	√	√	√	√	√	√	x	√	√	√	x	√	√	√	√	√	√	√	√	√	2
2	S14	√	√	√	√	√	√	√	√	√	√	√	√	x	√	√	√	x	√	√	√	√	√	√	√	√	√	2
3	S17	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	4
4	S18	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	4
5	S19	√	√	√	√	√	x	√	√	√	x	x	x	√	√	x	x	√	√	√	√	√	√	√	√	√	√	6
6	S21	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	x	√	√	√	√	√	√	√	√	√	√	3
7	S23	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	x	√	√	√	√	√	√	√	√	√	√	3
8	S16	√	√	√	√	√	√	√	√	√	√	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	2
Total							1			3	5	8				1	8										26	
Percentage							3,8%			11,5%	19,2%	30,8%				3,8%	30,8%										100	

Based on the classification of students' error pronunciation of consonants, there were only a few sounds that the participant could not pronounce. First, all subjects made a mistake when pronouncing the sound /ð/ on the word 'together' and the sound /ʒ/ on the word 'version'. Second, the sound /θ/ on the word 'think', there are 5 subjects who cannot pronounce it. Third, there are 3 subjects made the

mistake of pronouncing the sound /v/ on the word 'vest'. And lastly, the sound /g/ on the word 'bag' and the sound /ʃ/ on the word 'ship', a participant made a mistake when pronouncing each these sounds.

From the recapitulation table of students' pronunciation errors at the second grade of SMP N 1 Maginti, the researcher reduced the data based on the number of students' pronunciation errors. To calculate the number of students' pronunciation errors, researcher used the percentage formula adopted from the book 'Pengantar Statistika Pendidikan' by Sudijono (2010), as follows:

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

Figure 1. Formula adopted

With P stands for percentage, F for error frequency, and N for the total number of errors (after reducing), the following are percentages of each error/sound made by the student

Table 7. Percentage of each error

No.	List of Words	Percentage
1	Return (rɪ'tɜ:n)	$\frac{8}{88} \times 100\% = 9,1\%$
2	Head (hed)	$\frac{2}{88} \times 100\% = 2,3\%$
3	Good (gʊd)	$\frac{3}{88} \times 100\% = 3,4\%$
4	Handsome ('hæn.səm)	$\frac{2}{88} \times 100\% = 2,3\%$
5	Land (lænd)	$\frac{5}{88} \times 100\% = 5,7\%$
6	Bird (bɜ:d)	$\frac{8}{88} \times 100\% = 9,1\%$
7	Over ('əʊ.vər)	$\frac{5}{88} \times 100\% = 5,7\%$
8	Brow (braʊ)	$\frac{8}{88} \times 100\% = 9,1\%$
9	Beer (biər)	$\frac{6}{88} \times 100\% = 6,8\%$
10	Hair (heər)	$\frac{7}{88} \times 100\% = 7,9\%$
11	Cure (kjʊər)	$\frac{8}{88} \times 100\% = 9,1\%$
12	Bag (bæg)	$\frac{1}{88} \times 100\% = 1,13\%$
13	Think (θɪŋk)	$\frac{5}{88} \times 100\% = 5,7\%$
14	Together (tə'geð.ər)	$\frac{8}{88} \times 100\% = 9,1\%$
15	Ship (ʃɪp)	$\frac{1}{88} \times 100\% = 1,13\%$
16	Version ('vɜ:.ʒən)	$\frac{8}{88} \times 100\% = 9,1\%$
17	Vest (vest)	$\frac{3}{88} \times 100\% = 3,4\%$

3.2 DISCUSSION FROM PRONUNCIATION TEST RESULT

3.2.1 KADATUA DIALECT THAT INFLUENCED STUDENTS' ENGLISH VOWELS

From the result of the analysis carried out, it can be seen that the influence of Kadatua dialect on students' English vowels lead to three final results. First, here are several vowels sound that are pronounced easily and correctly, namely the sound /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/. This is due to the positive transfer of the Kadatua dialect. Second, some respondents could not pronounce the sound /e/, /ʊ/, and sound /ə/, especially for S03 and S014. They pronounce the sound /e/ into /æ/, sound /ʊ/ into /u:/, and for S014 and S03 change the sound /ə/ into /e/. Lastly, the Kadatua dialect is very influential on vowel sound /ɪ/, /æ/, and sound /ɜ:/. Respondents have difficulty pronouncing these sounds, they change the sound /æ/ into /e/, and sound /ɜ:/ into /i:/. sounds /æ/, and /ɜ:/ are not in the Kadatua dialect so that they have difficulty pronouncing these sounds. In addition, respondents also make mistakes in pronouncing the sound /ɪ/ in the word 'return', they change it with the sound /e/ and /i:/. This in accordance with the statement of Visoni & Marlina (2020) which states that errors in vowels occur because they cannot be found in the inventory of students' first language vowels.

3.2.2 KADATUA DIALECT THAT INFLUENCED STUDENTS' ENGLISH DIPHTHONG

Based on the results of the analysis, there are only three diphthong sounds that can be spoken by all respondents, namely the sound /eɪ/, /aɪ/, and sound /ɔɪ/. These diphthong sounds are also in the Kadatua dialect, so they have no difficulty in pronouncing them.

Meanwhile, the respondent had difficulty pronouncing the sound /əʊ/, /aʊ/, /ɪə/, /eə/, and sound /ʊə/. They are not familiar with these sounds so they change them by using the Kadatua dialect structure. for example; sound /əʊ/ into /ɔ:/, /ɒ/, and /aʊ/, sound /aʊ/ into /ɔʊ/, sound /ɪə/ into /i:/, sound /eə/ into /eɪ/, and sound /ʊə/ into /ʊ/.

Diphthongs cannot be pronounced correctly by respondents because the sound they produce is similar to vowel sounds. In general, the type of error that occurs in diphthongs is the result of sounds similar to vowels or vowels (Dewi, 2018).

3.2.3 KADATUA DIALECT THAT AFFECTS STUDENTS' ENGLISH CONSONANTS

From the result of the recording, the Kadatua dialect has a positive transfer on consonant sounds such as /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and sound /w/ because these sounds exist in the Kadatua dialect. While the sound /ʒ/ is not found in the Kadatua dialect, the sound is in Indonesia, so students are familiar with the sound.

In addition, the Kadatua dialect has a negative effect on the sounds 4 consonant sounds of English, namely the sound /v/, /θ/, /ð/, and sound /ʒ/. Some of the respondents made mistakes when pronouncing it, for example, the sound /v/ is changed to /f/, and the sound /θ/ is changed to /t/. Actually, they can pronounce it, but they still lack confidence and fear that they won't be able to pronounce it properly. While the sounds /ð/, and /ʒ/, the respondent can't pronounce it correctly because these sounds do not exist in the kadatua dialect, so they tend to change the sound /ʒ/ to /ʃ/, and the sound /ð/ to /d/ even /z/.

Based on the discussion, it is in line with what was conveyed by Suryatiningsih (2015) which stated that almost all students did experience difficulties in pronouncing diphthongs. Unfamiliarity with the given words, their first language or their mother tongue is the cause of students' difficulties.

IV CONCLUSION

The conclusion is based on the findings and discussion of the effect of the Kadatua dialect on the English pronunciation of students in the second grade of SMPN 1 Maginti. The conclusions are Kadatua dialect has many positive effects on English sounds such as the sound /ɒ/, /ʌ/, /i:/, /u:/, /ɑ:/, /ɔ:/, /eɪ/, /aɪ/, /ɔɪ/, /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and sound /w/. In addition, the Kadatua dialect also has a negative impact on the sound of English, such as the sound of ; /ð/, /ʒ/, /əʊ/, /ɪə/, /eə/, /ʊə/. /ɪ/, /æ/, and sound /ɜ:/. There were some errors of respondents when pronouncing some sounds caused by their lack of interest in learning English and their knowledge of how to pronounce sounds. such as pronunciation on sound; /e/, /ʊ/, /ə/, /ɪ/, /aʊ/, /v/, and sound /θ/.

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