



LINGUAL: Journal of Language and Culture

Volume 17, Number 2; November 2024

Editor-in-Chief

Prof. Ketut Artawa, M. A., Ph.D – Universitas Udayana

Associate Editor & Typesetter

I Made Sena Darmasetiyawan, S.S., M.Hum., Ph.D – Universitas Udayana

Editorial Members

Prof. Dr. I Wayan Mulyawan, S.S., M.Hum – Universitas Udayana

Gede Primahadi Wijaya Rajeg, S.S., M.Hum., Ph.D – Universitas Udayana

Dr. Desak Putu Eka Pratiwi, S.S., M.Hum – Universitas Mahasaraswati

Prihantoro, Ph.D – Universitas Diponegoro

Nurenzia Yanuar, S.S., M.A., Ph.D – Universitas Negeri Malang

Reviewers

Prof. Dr. I Nengah Sudipa, M.A
Universitas Udayana

Drs. I Nyoman Udayana, PhD
Universitas Udayana

Dr. Agus Subiyanto, M.A
Universitas Diponegoro

Drs. Nurachman Hanafi, Dip.TEFL., M.A., Ph.D
Universitas Mataram

Dr. Eddy Setia, M.Ed., TESP
Universitas Sumatera Utara

Prof. Dr. Amrin Saragih, M.A
Universitas Medan

Karlina Denistia, Ph.D
Universitas Sebelas Maret

Dr. Kholid, S.Pd., M.Pd
Universitas Nahdatul Wahatan Mataram

Administrative Staff

I Wayan Karsana

Editorial and Administrative Address

*English Department, Faculty of Humanities, Udayana University,
Jalan Pulau Nias, No. 13 Sanglah, Denpasar, 80114.*

Phone/fax: 62-361-257415, e-mail: sasing@unud.ac.id

Journal website: <http://ojs.unud.ac.id/index.php/languange/index>

ISSN (P)



ISSN (E)



Table of Contents

EFL Teachers' Interpretation of Curriculum: The Cases of an Elementary Schools.....	74
<i>Maya Marsevani, Rizky Putra, Leil Badrah Zaki</i>	74
The Effect of Translanguaging on Student's Self Efficacy in Speaking English.....	85
<i>Muhimmatul 'Ulya, Lailatul Masruroh</i>	85
Meeting Educational Demands: Teacher and Student Voices on Language Focus Needs Analysis in English Material Design for Nursing Education.....	93
<i>Gabriel Fredi Daar</i>	93
Japanese Speech Acts and Politeness in Hospitality Services (Case Study of Hotel in Bali).....	103
<i>Indah Kusumarini, Wahyuning Dyah</i>	103
Exploring Students' Preferences in Using Platform for English Learning: LMS or WhatsApp Group.....	117
<i>Ahmad Burhanuddin, Eros Meilina Sofa</i>	117
Paired Sample T-Test on English-Indonesian Translation by EFL Students Before and After Knowing Translation Process.....	127
<i>Made Dharma Susena Suyasa</i>	127
Quizizz and Kahoot Enhance Student Engagement and Motivation in Indonesian Language Learning at SD IT Abata Lombok.....	136
<i>Furqan Nur Alam, Kholid</i>	136
English Loanword in Rantau Panjang Language.....	142
<i>Ira Maisarah, Alamsyah Harahap</i>	142

EFL TEACHERS' INTERPRETATION OF CURRICULUM: THE CASES OF AN ELEMENTARY SCHOOLS

Maya Marsevani, Rizky Putra, Leil Badrah Zaki

English Language Education, Universitas Internasional Batam, Batam, Indonesia

maya@uib.ac.id, 2261003.rizky@uib.edu, leil@uib.ac.id

Abstract

The teaching of English subject in elementary schools with the 2013 Curriculum is quite common. Many teachers have different perspectives on the curriculum whether it's the strategies or challenges in the implementation of the teaching process. This study goal is to view the perspective of English teacher interpretation of 2013 Curriculum. This research uses observation checklists and interviews. This study involves 3 English teachers that teach elementary school to be observed and interviewed. Researchers conducted an observation on one of the teachers while they teach and conducted interview face to face with the 3 teachers. The data that was gathered was then sorted out in the observation checklists and transcription. The results showed that teachers have various teaching methods that they use, such as implementing interactive lessons, engaging in group discussion, encouraging students in activity and collaboration, providing opportunities to students, and the use of technology. Meanwhile, challenges in teaching occur such as limitation of teaching resources, large class size, and time limitations. It could be concluded that while teachers implement teaching methods in 2013 Curriculum teaching, it could still raise some problems for them. The implication of this study is that teachers are supposed to adapt to the curriculum to provide a great learning environment.

Keywords: 2013 Curriculum, English Teacher Interpretation, Strategies, Challenges

I INTRODUCTION

The curriculum is a central component of education that determines the topics, goals, and outcomes to be covered in a course. It is future-oriented in the sense that it aims to prepare independent and capable individuals who can thrive in both the present and future worlds (Wang et al., 2022). As stated by Philippou and Priestley, (2019), curriculum being at the heart of educational practice means focusing on curriculum practices, not just students or teachers, as they shape human experience. Curriculum is a crucial part in improving students, notably in elementary school. The school curriculum assists students in developing the knowledge, skills, attitudes, values, and morals needed to participate in community life at the local, national, and global levels (Lestari, 2022; Anugrahana, 2019). In other words, curriculum is an essential aspect of education that builds student to be a better person.

Currently, most school in Indonesia adapted the Independent Curriculum as the new standard of learning curriculum. Independent Curriculum was first introduced in 2022/2023 academic year. The concept of independent learning in elementary schools aligns with the philosophy of progressivism, which aims for progressive, innovative, flexible, open, rational, and scientific education (Yunaini et al., 2022). Implementation of the independent learning curriculum in elementary schools improves the quality of Indonesian education and prepares graduates to excel and compete globally (Lubis & Priyadi, 2022). In conclusion, The Independent Curriculum is somewhat promising and effective for the future generations.

The researchers conducted the research in one of the private elementary schools in Batam. The school currently implements 2013 Curriculum. Curriculum in Indonesia changes in time. Interactive 2013 Curriculum -based products are valid and feasible for elementary school students, supporting thematic learning in primary schools (Mukmin & Primasatya, 2020). The curriculum is in line with the teaching material that elementary teachers give to their students. An analysis on the usage of teaching materials as the basic of development and improvement of that teaching materials is pivotal to make it in line with education development (Hidayah & Marmoah, 2020). The 2013 curriculum more emphasizes on character personal education especially at the elementary level as the foundation for the next level (Arvianti & Wahyuni, 2020). Nonetheless, 2013 Curriculum is somewhat still looked upon in elementary learning by teachers.

While 2013 Curriculum has its advantages, a couple of problems emerge from the curriculum. Some elementary students are having a hard time absorbing teaching material from the teachers. Not only the students are facing problems, but teachers also face quite a similar problem. The obstacles faced are that the teacher has difficulty determining learning media, applying project-based learning methods, lack of infrastructure, and learning assessment difficulties (Warman et al., 2021). Teaching materials

needed in the learning process are sometimes difficult to find (Hidayah & Marmoah, 2020). The problems may occur in every elementary school, but some vary.

Some studies conducted on 2013 Curriculum have shown that most of school in Indonesia across all grades that implemented the curriculum faces different kinds of problems. The 2013 Curriculum has been implemented in SMAN 1 South Solok, but X grade students face obstacles in learning mathematics due to the lack of resources and time (Novita & Afriansyah, 2019). Implementation 2013 Curriculum in elementary schools still faced significant problems were based on the focus group discussion results with elementary school teachers in the Kuningan area of West Java, it was known that teachers still had difficulty implementing thematic-integrative with connecting the material with other material (Oktaviani & Wulandari, 2019). Another case study can be found by Jatmika et al. (2020). They found that some vocational high schools in Surakarta lack many aspects regarding 2013 Curriculum. Similar case studies can be found by (Rohmatulloh et al., 2019). They stated that the 2013 Curriculum in one of primary school in Yogyakarta, have not been optimal yet regarding the implementation of 2013 Curriculum for science learning. This study case is supported by Utama (2021). They found that teachers' ability to develop learning media for Distance Learning is still lacking, highlighting the need for reordering instructors and evaluating the effectiveness of the program. Hence, it can be concluded that the previous studies have quite a challenge in implementing the 2013 Curriculum into the school learning syllabus.

Fortunately, some positive studies can be found in some studies. Some study found that implementing 2013 curriculum is in fact successful (Choiratun Nisa & Nurhayati, 2019; Nur Agus Salim et al., 2021; Syukri et al., 2021). These studies stated that implementing 2013 Curriculum in school has a little to no problem.

From the studies, it can be concluded that most of 2013 Curriculum problems occurred at high school level and middle school level but only a few in elementary level. However, most of researchers conducted the research have little to no mentioning English subject in the 2013 Curriculum. Therefore, this research was conducted to inspect and highlight the problems of 2013 Curriculum in English subject for elementary students. The aim of this research is to fill in the gap in previous studies by focusing on the small problem encountered within the English subject under the 2013 curriculum for elementary students. By identifying these problems, the study seeks to provide valuable insights for educator and the education policymaker to improve curriculum development, English language instruction and policies, ultimately to help them in creating more conducive and effective English language learning environment with an intention to elevate the elementary students' learning experience within the 2013 Curriculum framework.

II METHOD

2.1 RESEARCH DESIGN

The researchers used case studies as a supportive theory of the implementation of English subject in elementary school using 2013 Curriculum. According to Priya (2020), A case study is one of the most used methodologies of social research. From the statement, it can be said that case studies are abundant and easy to access. Furthermore, case studies are an effective method to understand the problems that occur. As stated by Patnaik and Pandey (2019), Case study research is an effective method for investigating complex issues in real-world settings, with rigor being crucial for achieving a comprehensive understanding of contemporary phenomena.

2.2 SITE AND PARTICIPANTS

Researchers used checklists and interviews to gather necessary data. Using face-to-face method ensures the validity of the gathered data. As stated by (Eby et al., 2020), checklists in article reviews can improve research quality, reporting consistency, and enhance the peer review process for authors, reviewers, and editors. For this reason, researchers used checklists to gather data. The checklists were adapted from Zaare (2013), Rogers (2016), Hong et al. (2020), and Ong et al. (2017). There are 3 main criteria of checklists that are related to the subject focusing on the curriculum, the classroom management, and the teaching methods and techniques.

2.3 INSTRUMENTS

Researchers used checklists and interviews to gather necessary data. Using face-to-face method ensures the validity of the gathered data. As stated by (Eby et al., 2020), Checklists in article reviews can improve research quality, reporting consistency, and enhance the peer review process for authors,

reviewers, and editors. For this reason, researchers used checklists to gather data. The checklists were adapted from (Zaare, 2013), (Rogers, 2016), (Hong et al., 2020), and (Tek Ong et al., 2017). There are 3 main criteria of checklists that are related to the subject. A statement by (Hubbard et al., 2020) suggest that conversational interviewing improves response accuracy and quality for both factual and subjective questions, with no greater comprehension benefits for opinion questions. From this statement, researchers also used interviews to gather the necessary data. The interviews were consisting of 21 questions that were adapted from (Oga-Baldwin, 2019), (Nagro et al., 2019), (Bulan et al., 2020), (Nuraeni et al., 2020), and (Matos et al., 2019).

Table 1. Criteria of checklist

Focus on Curriculum		Rating Scale				
		Very Poor	Poor	Fair	Good	Very Good
1.	Learning objective is evident to the students					
2.	Learning objective on target for grade-level standards					
3	The teacher applies exceptional knowledge of content and pedagogy within and across curriculum teaching areas to develop learners' lifelong learning skills.					
4.	The teacher extend knowledge beyond the curriculum requirements and stimulates learners' curiosity.					
5.	The teacher and learners collaboratively set and attain the learning goals using assessment strategies consistent with the curriculum requirements.					
6.	The teacher manages well-structured lesson with a developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching context					
Focus on Classroom Management		Rating Scale				
		Very Poor	Poor	Fair	Good	Very Good
1.	The teacher gives instructions (e.g., giving clear instructions before going through an activity, making sure that all learners understand exactly what they are required to do)					

Focus on Curriculum		Rating Scale				
		Very Poor	Poor	Fair	Good	Very Good
2.	The teacher uses of both verbal and nonverbal communication appropriately					
3.	The teacher manages group and/or pair work					
4.	The teacher deals with learners' misbehavior/misconduct					
5.	The teacher handles difficulties and emerges circumstances inside the classroom wisely and flexibility					
6.	The teacher assists students in developing the skills to use learning resources.					
Focus on Teaching Methods and Techniques		Rating Scale				
		Very Poor	Poor	Fair	Good	Very Good
1.	The teacher uses appropriate warm-up techniques/activities that stimulate and engage learners at the beginning of the lesson					
2.	The teacher uses appropriate teaching methods and techniques to accomplish the objectives of the lesson					
3.	The teacher uses various questioning and answering techniques					
4.	The teacher uses various teaching strategies appropriate to learners' level					
5.	The teacher follows a logical sequence throughout the whole lesson and organizing the activities accordingly					
6.	The teacher draws links between old material and new material					
	The teacher deals with the various types of language learning activities/tasks within					

Focus on Curriculum		Rating Scale				
		Very Poor	Poor	Fair	Good	Very Good
7.	the lesson (e.g., grammatical exercises, language practice, speaking activities, listening activities, reading activities, and communicative activities) efficiently and properly					
8	The teacher employs non-lecture learning activities (e.g., technology, computer, video, overheads)					
9.	The teacher encourages students to use the provided technological equipment.					

A statement by Hubbard et al. (2020) suggest that conversational interviewing improves response accuracy and quality for both factual and subjective questions, with no greater comprehension benefits for opinion questions. From this statement, researchers also used interviews to gather the necessary data. The interviews were consisting of 21 questions that were adapted from Oga-Baldwin (2019), (Nagro et al. (2019), Bulan et al. (2020), Nuraeni et al. (2020), and Matos et al. (2019).

Table 2. Interviews list of questions

No	Question
1.	From your perspective, What is "Engagment"?
2.	How do you engage yourself on the English teaching on Kurikulum 13?
3.	Does Engagment effect teaching skills?
4.	What are the teachers thoughts on "Motivation"?
5.	How do you motivate yourself on teaching English based from 2013 Curriculum?
6.	What are the primary strategies that teachers can use to enhance the students engagement?
7.	How do you implement the strategies in class?
8.	How can the teachers guarantee that the strategies they use are align with the objectives and the standard of K13?
9.	How can the teachers evaluate the impact of the strategies on the students engagement and academic achievement?
10.	If some students are uncooperative, what will you do?
11.	Does K13 differ in teaching process from other curriculum?
12.	Does the English teaching process use student- centered learning?

No	Question
13.	How does the K13 curriculum guide teachers in designing and implementing student-centered learning activities that promote active engagement and participation in English language lessons?
14.	Does the K13 curriculum encourage teachers to utilize authentic materials and real-life contexts in English language instruction to enhance students skills?
15.	Does the teacher come across challenges in implementing curriculum especially Kurikulum 13?
16.	Is it crucial for teaching if the challenges occurs occasionally?
17.	What strategies can teacher employ to overcome challenges in teaching English based on Kurikulum 13 effectively?
18.	How can teacher ensure that curriculum is inclusive and meets the diverse needs of all students?
19.	Does the current curriculum support the use of technology in class teaching?
20.	How can technology be effectively used into teaching practices to enhance student learning outcomes while aligning with the goals and requirements of Kurikulum 13?
21.	Is there some innovative ways that teacher could leverage technology to deliver curriculum content in a more engaging and interactive manner, while ensuring alignment with educational standards and learning objectives?

2.4 DATA COLLECTION

Researchers conducted classroom observations to identify the appropriate criteria for the observation checklists. Researchers analysed the classroom to try to find out the problem regarding the teachers' implementation of English teaching in elementary level. The necessary data is then input in the checklists criteria. As for the questions specific to the teachers, researchers conducted interviews to analyse and determine each of the teachers' answers. Researchers then record the interviews to be reviewed for each one of them.

2.5 DATA ANALYSIS

When the data has been fully collected, it would be sorted out based on the category of the checklists and interviews for the purpose of identifying the correct criteria. Each of the data is then put on the observation checklists spreadsheet with the theme on the focus of the curriculum, classroom management, teaching methods and techniques. The spreadsheet also included rating scale ranging from very good to very poor to determine which categories to put the data into. As stated by Jacobs (2019), Performance rating scales are important for ensuring learning, documenting actions completed, and measuring skill or ability levels. It also contains notes to discuss strength in classroom observations, suggestions for improvement, and the overall impression. The data then were analyzed to accurately place the data in the correct criteria. While the observations checklist focused on the classroom teaching, the interviews were focused on the teacher's perspective. The interviews were conducted with the questions from the questionnaire blueprint. The questionnaire is focused on the aspect of teacher's engagement, motivation, strategies, teaching process, and challenges. The results of the interviews were then transcribed to be inspected for the right criteria.

III RESULTS AND DISCUSSION

3.1 RESULTS

The data that was gathered are split into interviews as the primary data, and observation checklists as the secondary. There were three teachers interviewed by researchers. The first teacher is called A, has

12 years of experience in teaching English for elementary students. For the second teacher, he is called B. B has 2 Years of experience as English teacher for young learners. Lastly, the third teacher is called C. C has 3 years of experience in teaching English for elementary students.

In implementing strategies, researchers found that A's method in teaching is to implement strategies by planning interactive lessons, facilitating group discussions, and using multimedia resources. B implements the strategies by carefully planning and structuring lessons to include a variety of engaging activities, encouraging active participation and collaboration among students, and adapting teaching methods based on students' feedback and learning progress, and C have a look on their lesson, then creating interesting exercises such as games, encouraging dialogue, making good use of multimedia, and providing opportunities for less interested students. Additionally, A and C had the same opinions regarding engagement in teaching English. Both were focused more on adapting 2013 Curriculum while B was focused more on incorporating interactive activities. Each of the perspectives are backed by their perspectives of implementing the strategies while still aligning with the 2013 Curriculum by reviewing and assessing student process.

The three also mention using technologies really support their teaching process. A mention that the current curriculum often supports the use of technology to enhance teaching and learning experiences. B mentions that technology encourages teachers to integrate technology tools and resources, such as multimedia presentations, interactive apps, online platforms for collaboration and communication, and digital assessment tools, to enhance student learning outcomes and facilitate active engagement in lessons. Lastly, C mentions that technology emphasizes the integration of devices and innovations to support instruction, encourage communication, and provide intuitive learning experiences in English teaching. Every teacher has the same perspective regarding the learning process is focused on student-centred learning.

Based on the observation, while it is true that the teacher implemented technology as a support of the teacher, unfortunately one teacher contradicted the claim of using student-centred learning. One of the teachers implemented teacher centred learning by only explaining the material without giving the students any explanation about the learning topic. The teacher only gives a presentation slide about the material and only explains without letting the students have their opinion about the subject.

Each teacher has almost the same opinion regarding challenges while teaching English with 2013 Curriculum. A's stated that limited resources, large class sizes, and varying student abilities are the challenges. B opinion is that adapting teaching methods to diverse student needs, integrating character education into lessons, aligning assessments with competency-based learning goals, and effectively utilizing technology in teaching practices. Lastly, C stated that limited resources, different substitute needs, and time are some of the challenges. They stated that most challenges come from adapting to the curriculum itself, the limitation of learning resources and occasional misbehaviour of the students. This statement is further proved by the teachers' response to how to deal with uncooperative students is to understand the students' problems and needs. From the observation, it is proven that the teacher can handle the student uncooperativeness by giving the students group work and group discussions.

All teachers agree that 2013 Curriculum is different from other curriculums. A stated that differs from other curricula in terms of its objectives, content, and teaching approaches. B stated that teaching process from other curricula in several ways. It emphasizes competency-based learning, integration of character education, and the use of scientific approaches in teaching and learning. C stated that 2013 Curriculum emphasizes a competency-based approach, advancing dynamic learning, basic considering, and real-life application of information, which may vary from conventional educational module. Their statement is backed up by their opinion on utilizing authentic material and real-life context in English language instruction in English teaching.

3.2 DISCUSSION

Based on a classroom observation conducted in a private elementary school in Batam, specifically in a grade 6 class, a variety of student behaviours were noted during the lesson. While the teacher was presenting the material, some students were noisy, some were less active than others, and a few were walking around the classroom. The teacher attempted to engage the students through pre-class games designed to capture their interest in the lesson. This approach seemed effective as students were excited and highly engaged, particularly when assigned group tasks. However, it was observed that the materials provided by the teacher did not fully align with the module content and mainly focused on delivering information rather than fostering curiosity and enthusiasm for the subject.

All teachers emphasized that teaching methods are a crucial factor in English instruction. Modern English teaching approaches that focus on student interest and motivation are more effective than traditional methods (Djumabaeva, 2023). Moreover, they point out that the 2013 curriculum is more effective than previous curricula as it leans toward student-centred learning rather than teacher-centred learning. Student-centred learning shifts the focus from traditional lectures to active participation, incorporates self-paced learning programs, and holds students accountable for their educational progress (Tang, 2023). It promotes self-discovery and encourages independent research, contrasting with teacher-centred instruction that positions the teacher as the primary source of information (Ghafar Z, 2023).

One teacher highlighted the use of student discussions as a means to engage learners, while others incorporated interactive lessons and encouraged dialogue among students who might be less inclined to participate. Interactive lessons involve actively engaging students through various methods, such as multimedia tools, role-playing, and discussions, which foster critical thinking and enhance learning outcomes (Bezkorovaina & Olha, 2020). The research indicates that each teacher's approach aligns with the 2013 Curriculum teaching methods, which positively influence student outcomes by emphasizing student-centred learning, active engagement, critical thinking, and self-directed learning (Rachma Assyifa et al., 2023). This shift in focus from teacher-centred instruction to more interactive and participatory methods empower students to take responsibility for their own learning.

Every teacher had mentioned the approach of teaching strategies. A's employs interactive lessons, group discussions, and multimedia resources. His approach is supported by research indicating that interactive classroom methods enhance student reasoning and divergent thinking, ultimately leading to increased self-learning and higher approval rates in school subjects (Gallach et al., 2020). Interactive teaching fosters communication, exploration, and student initiative, contributing to improved educational outcomes and greater enthusiasm for learning (Yang, 2022). However, challenges persist in implementing interactive lessons, with a noted scarcity of innovative ideas (Moses Adeleke Adeoye & Olaolu Paul Akinnubi, 2023).

Regarding teaching strategies approach, B emphasizes engagement and collaboration to capture students' interest. His methods align with the notion that student engagement is critical for successful English language learning, regardless of whether the setting is online or offline ((Ginting, 2021) While his strategies are appropriate for 2013 Curriculum, they may inadvertently hinder teaching effectiveness (Fan, 2022).

Lastly, C focuses on providing opportunities tailored to students' individual needs. Effective English instruction involves motivating students by capturing their attention, utilizing instructional media, and engaging them in active learning through eye contact, discussions, and clear intonation (Sani & Asty, 2023)

All three teachers acknowledged the supportive role of technology in their teaching processes. One teacher utilized presentation slides, which increased student engagement. Others noted that technology facilitates collaboration, enhances the learning environment, and offers personalized learning experiences. Their statement is supported by (Priyadarshini et al., 2023). However, challenges related to technology integration remain, such as time constraints, insufficient facilities, and the potential to create less conducive classroom environments (Ridha & Fithriani, 2023). Thus, while technology can enhance teaching, it can also pose challenges.

Each teacher faced challenges in implementing 2013 Curriculum while teaching English. Common challenges include students' prior knowledge in English, lack of motivation, negative perceptions of the language, time constraints, insufficient teaching resources, disorganized classroom conditions, and anxiety related to speaking (Pertiwi et al., 2022). A identified limited resources and large class sizes as significant challenges, which are well-documented in the literature (Nia & Fithriani, 2023; Adamu et al., 2020). B faced challenges related to integrating character education into lessons and aligning assessments with competency-based goals, echoing findings from (Pratiwi et al., 2021). Lastly, C's challenges revolved around varying substitute needs and time constraints, a concern also noted in other studies (Pertiwi et al., 2022). All three teachers recognized that adapting to the curriculum posed significant challenges, yet they also indicated that overcoming these hurdles is possible through the alignment of their teaching strategies with the 2013 Curriculum. Effective teaching strategies for young learners encompass careful planning, implementation, and evaluation, employing methods such as demonstration (Ridha & Komariah, 2022). In terms of the 2013 Curriculum, all teachers expressed similar views regarding its distinctiveness compared to the previous KTSP curriculum. The 2013 Curriculum emphasizes community-based learning, life skills development, and self-growth, while KTSP focused on self-development and community involvement (Setiawan & Ahla, 2023)

IV CONCLUSION

This study is focused on Teaching strategies, Teaching challenges, and curriculum adaptation in teachers' perspective, especially in English subject. Teachers' teaching strategies on the 2013 Curriculum include implementing interactive lessons, engaging in group discussion, encouraging students in activity and collaboration, providing opportunities to students, and the use of technology. While the strategies could benefit teachers, sometimes they could create problems such as limitation of teaching resources, large class size, and time limitations. Although the 2013 Curriculum implements student-based learning approach, teachers could adapt to the curriculum for learning environments. For further study, it is recommended to conduct a research study regarding students' perspective on the 2013 Curriculum.

REFERENCES

- Adamu, A., Tsiga, A. U., & Zuilkowski, S. S. (2020). Teaching reading in northern Nigeria: The challenges of large class size. *Pedagogy, Culture and Society*, 1–18. <https://doi.org/10.1080/14681366.2020.1794948>
- Anugrahana, A. (2019). Studies about mathematics in elementary school viewed from previous and current curriculum. *Jurnal Ilmiah Kependidikan*, 10(1), 19–28. <http://jurnal.umk.ac.id/index.php/RE>
- Arvianti, I., & Wahyuni, A.-. (2020). The effectiveness of local wisdom-based integrative thematic English education games in 2013 curriculum. *PAROLE: Journal of Linguistics and Education*, 10(1), 62–71. <https://doi.org/10.14710/parole.v10i1.62-71>
- Bezkorovaina, O., & Olha, D. (2020). Interactive teaching methods in foreign language learning: Theoretical analysis of the problem. *Інноватика у Вихованні*, 2(11), 56–62. <https://doi.org/10.35619/iiu.v2i11.273>
- Bulan, A., Suryaman, M., & Mardiah, M. (2020). The process of English language teaching in the 2013 curriculum. *VELES Voices of English Language Education Society*, 4(1), 85–93. <https://doi.org/10.29408/veles.v4i1.2007>
- Choirotun Nisa, A., & Nurhayati, I. (2019). The implementation of 2013 curriculum at primary school of Kauman 1 Malang, Indonesia. *Advances in Social Science, Education and Humanities Research*, 381, 135–137. <https://doi.org/10.2991/coema-19.2019.29>
- Djumabaeva, J. S. (2023). Modern English teaching methods. *Proceedings of INTCESS 2023- 10th International Conference on Education & Education of Social Sciences*. <https://doi.org/10.51508/intcess.202301>
- Eby, L. T., Shockley, K. M., Bauer, T. N., Edwards, B., Homan, A. C., Johnson, R., Lang, J. W. B., Morris, S. B., & Oswald, F. L. (2020). Methodological checklists for improving research quality and reporting consistency. In *Industrial and Organizational Psychology*, 13(1), 76–83. Cambridge University Press. <https://doi.org/10.1017/iop.2020.14>
- Fan, Y. (2022). Reviewing the effect of English as a foreign language teachers' positive and negative affectivity on their work engagement. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.852687>
- Gallach, I. C., Contreras, R. V., Catalán, J. P. C., & Vela, M. J. G. (2020). The interactive classroom methods for science classes. *International Conference on Higher Education Advances*, 2020-June, 183–191. <https://doi.org/10.4995/HEAd20.2020.11010>
- Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *VELES Voices of English Language Education Society*, 5(2), 215–228. <https://doi.org/10.29408/veles.v5i2.3968>
- Hidayah, N., & Marmoah, S. (2020). The analysis on the usage of thematic teaching materials grade IV at elementary school. *Advances in Social Science, Education and Humanities Research*, 397. <https://doi.org/10.2991/assehr.k.200129.098>
- Hong, J. C., Ye, J. H., Chen, P. H., & Yu, Y. Y. (2020). A checklist development for meaningful learning in classroom observation. *International Journal of Information and Education Technology*, 10(10), 728–735. <https://doi.org/10.18178/ijiet.2020.10.10.1450>
- Hubbard, F. A., Conrad, F. G., & Antoun, C. (2020). The benefits of conversational interviewing are independent of who asks the questions or the types of questions they ask. *Survey Research Methods*, 14(5), 515–531. <https://doi.org/10.18148/srm/2020.v14i5.7617>

- Jacobs, R. L. (2019). Performance rating scales. In *Work Analysis in the Knowledge Economy* (pp. 223–233). Springer International Publishing. https://doi.org/10.1007/978-3-319-94448-7_16
- Jatmika, S., Pramita, E., Setyawati, L., & Narimo, S. (2020). The inhibiting factors of 2013 curriculum implementation in vocational high schools (case study of public and private vocational high schools, Surakarta, Indonesia). *Advances in Social Science, Education and Humanities Research*, 422, 236–241.
- Lestari, N. S. (2022). Implementation of social science learning on character building of students in elementary schools. *Jurnal Pendidikan*, 6(2), 2063–2070. <https://doi.org/10.33487/edumaspul.v6i2.4514>
- Lubis, S., & Priyadi, M. (2022). Implementation of the independent learning curriculum in elementary school. *School Education Journal PGSD FIP UNIMED*, 12(4), 356–361. <https://doi.org/10.24114/sejpgsd.v12i4.40962>
- Matos, J. F., Pedro, A., & Piedade, J. (2019). Integrating digital technology in the school curriculum. *International Journal of Emerging Technologies in Learning*, 14(21), 4–15. <https://doi.org/10.3991/ijet.v14i21.10863>
- Moses Adeleke Adeoye, & Olaolu Paul Akinnubi. (2023). Integrating interactive learning technologies into traditional teaching methods for private higher education institutions. *Formosa Journal of Computer and Information Science*, 2(2), 223–234. <https://doi.org/10.55927/fjcis.v2i2.4113>
- Mukmin, B. A., & Primasatya, N. (2020). Pengembangan multimedia interaktif macromedia flash berbasis 2013 Curriculum sebagai inovasi pembelajaran tematik untuk siswa sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 5(2), 211–226. <https://doi.org/10.29407/jpdn.v5i2.13854>
- Nagro, S. A., Fraser, D. W., & Hooks, S. D. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. *Intervention in School and Clinic*, 54(3), 131–140. <https://doi.org/10.1177/1053451218767905>
- Nia, N. A. E., & Fithriani, R. (2023). Lecturers' challenges and strategies in teaching English writing skills in large classes. *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika*, 7(1), 129–143. <https://doi.org/10.36312/esaintika.v7i1.1138>
- Novita, D., & Afriansyah, H. (2019). *Implementasi kurikulum 2013 dalam pembelajaran matematika pada siswa kelas X SMAN 1 Solok Selatan*. <https://doi.org/https://doi.org/10.31227/osf.io/qnzhb>
- Nur Agus Salim, Gamar Al Haddar, & Yunita Mayasari. (2021). Effectiveness of implementing the 2013 curriculum at SDN 010 Sungai Kunjang. *Borneo Educational Journal (Borju)*, 3(2), 71–90. <https://doi.org/10.24903/bej.v3i2.1483>
- Nuraeni, Y., MS, Z., & Boeriswati, E. (2020). A case study of curriculum implementation and K-13 challenges in Indonesia. *International Journal for Educational and Vocational Studies*, 1(8), 14. <https://doi.org/10.29103/ijevs.v2i1.2263>
- Oga-Baldwin, W. L. Q. (2019). Acting, thinking, feeling, making, collaborating: The engagement process in foreign language learning. *System*, 86. <https://doi.org/10.1016/j.system.2019.102128>
- Oktaviani, N. M., & Wulandari, I. (2019). Implementation of standard of graduate competence in the curriculum 2013 in elementary schools. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, 2(2). <https://doi.org/10.33578/jtlee.v2i2.7719>
- Patnaik, S., & Pandey, S. C. (2019). Case study research. In *Methodological Issues in Management Research: Advances, Challenges, and the Way Ahead* (pp. 163–179). Emerald Group Publishing Ltd. <https://doi.org/10.1108/978-1-78973-973-220191011>
- Pertiwi, C. A. A., Mustofa, M., Ubaidillah, M. F., & Hariyanto, S. (2022). The portrait of challenges in teaching English to young learners: A case study in an Indonesian Islamic school. *Journal of English Language Teaching and Linguistics*, 7(3), 467. <https://doi.org/10.21462/jeltl.v7i3.892>
- Philippou, S., & Priestley, M. (2019). Beyond binaries in curricular discussions: What does it mean to argue for curriculum as at the heart of educational practice? In *Curriculum Journal*, 30(3), 217–222. Routledge. <https://doi.org/10.1080/09585176.2019.1635770>
- Pratiwi, I. A., Mirizon, S., & Inderawati, R. (2021). Character building implanted in English lessons as prescribed in 2013 curriculum. *English Review: Journal of English Education*, 9(2), 367–376. <https://doi.org/10.25134/erjee.v9i2.4371>
- Priya, A. (2020). Case study methodology of qualitative research: Key attributes and navigating the conundrums in its application. *Sociological Bulletin*, 70(1), 94–110. <https://doi.org/10.1177/0038022920970318>

- Priyadarshini, D. I., John, K., Sasikanth, W., & George, H. (2023). Application of technology in English language learning. *International Journal for Multidisciplinary Research*, 5(6). <https://doi.org/10.36948/ijfmr.2023.v05i06.9055>
- Rachma Assyifa, A., Safitri, N., Septiani, S. A., Yusriyah, W., & Ganiadi, M. (2023). Mengevaluasi proses pembelajaran dengan metode student centered learning untuk meningkatkan hasil belajar di PAUD. In *Jurnal Pendidikan West Science*, 1(5).
- Ridha, N., & Fithriani, R. (2023). EFL pre-service teachers' perception of technology integration in English language instruction. *Research and Development Journal of Education*, 9(1), 431. <https://doi.org/10.30998/rdje.v9i1.16933>
- Ridha, N., & Komariah, A. (2022). Teaching English strategy for young learners. In *Journal of English Language Teaching*, 2(1), <https://doi.org/10.30984/jeltis.v2i1.2015>
- Rogers, A. J. (2016). *Development and validation of a classroom observation instrument for implementation of co-teaching practices*.
- Rohmatulloh, A., Prasetyo, Z. K., & Pambudi, H. A. (2019). Implementation of the 2013 curriculum for science learning. *Mimbar Sekolah Dasar*, 6(1), 105. <https://doi.org/10.17509/mimbar-sd.v6i1.15912>
- Sani, R. D., & Asty, H. (2023). Opening teaching to motivate students in learning English. *Jurnal Pendidikan Mandala*, 8. <http://ejournal.mandalanursa.org/index.php/JUPE/index>
- Setiawan, A., & Ahla, S. S. F. (2023). Innovating for the future: A critical analysis of curriculum development models KBK, KBM, KTSP, K13, and merdeka curriculum. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 17(3), 2188. <https://doi.org/10.35931/aq.v17i3.2191>
- Syukri, M., Herliana, F., Soewarno, Rizal, S., & Halim, L. (2021). The skills of high school physics teachers in developing stem-based learning in K13 curriculum. *AIP Conference Proceedings*, 2320. <https://doi.org/10.1063/5.0037512>
- Tang, K. H. D. (2023). Student-centered approach in teaching and learning: What does it really mean? *Acta Pedagogica Asiana*, 2(2), 72–83. <https://doi.org/10.53623/apga.v2i2.218>
- Tek Ong, E., Abdul Rahman, N., Wahid, R., Mohd Tajudin, ain, Abd Samad Yahya, R., Mazuwai, A., & Nazri Kosni, A. (2017). The character of teaching practices in a teacher education institution: Findings from observation checklist. In *Policy & Practice of Teachers & Teacher Education*, 7(2), <https://doi.org/10.37134/JRPPTTE.VOL7.NO2.4.2017>
- Utama, A. H. (2021). The implementation Curriculum 2013 (K-13) in teacher's ability to develop learning media at distance learning. *Indonesian Journal of Instructional Media and Model*, 3(2), 56. <https://doi.org/10.32585/ijimm.v3i2.1705>
- Wang, X., Chen, Y., & Zhu, W. (2022). A survey on curriculum learning. In *IEEE Transactions on Pattern Analysis and Machine Intelligence*, 44(9), 4555–4576. IEEE Computer Society. <https://doi.org/10.1109/TPAMI.2021.3069908>
- Warman, Suryaningsi, & Mulawarman, W. G. (2021). Overcoming obstacles in implementing 2013 curriculum policy. In *Cypriot Journal of Educational Sciences*, 16(3), 967–980. Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. <https://doi.org/10.18844/CJES.V16I3.5770>
- Yang, F. (2022). Thinking on Interactive English teaching. In *BCP Social Sciences & Humanities ISSS*, <https://doi.org/10.54691/bcpssh.v16i.432>
- Yunaini, N., Rukiyati, R., Prabowo, M., Hassan, N. M., & Hermansyah, A. K. (2022). The concept of the independent learning curriculum (Merdeka Belajar) in elementary schools in view progressivism educational philosophy. *JIP Jurnal Ilmiah PGMI*, 8(2), 95–105. <https://doi.org/10.19109/jip.v8i2.14962>
- Zaare, M. (2013). An investigation into the effect of classroom observation on teaching methodology. *Procedia - Social and Behavioral Sciences*, 70, 605–614. <https://doi.org/10.1016/j.sbspro.2013.01.099>

THE EFFECT OF TRANSLANGUAGING ON STUDENT'S SELF EFFICACY IN SPEAKING ENGLISH

Muhimmatul 'Ulya, Lailatul Masruroh

English Language Education Program, Faculty of Teacher Training and Education, Qomaruddin University, Indonesia

muhimmatul63@gmail.com, lailatulmasruroh@uqgresik.ac.id

Abstract

The aim of this study was to identify the effect of translanguaging on students' self-efficacy in speaking. This research used procedure text of personal money management. Translanguaging is a process of creating meaning, shaping experience, acquiring understanding and knowledge by using two languages (Baker, 2011). Recently, it is a suitable strategy for teaching and learning language, especially to gain self-efficacy in speaking English because it gives students freedom to dynamically use their L1 and L2 repertoire which can create safe environment and reducing anxiety in speaking by implementing translanguaging concepts; stance, design, and shift (Carstens, 2016; Vogel & García, 2017; D. Wang, 2019). Then, the subjects were students at SMA Negeri 1 Dukun Mentaras, Dukun, Gresik. This research consists of around 72 eleventh graders students as samples and used quasi-experimental which had an experimental class and control class. Pre-intervention test, treatment, and post-intervention test are the tools used in this research to gather data. Based on the data analysis by comparing the result of pre and post test data of experimental group in Wilcoxon signed-rank (p-value 0.135) and the post test data of control and experimental group in Mann-Whitney U (p-value 0.386), there is no significant improvement on self-efficacy in students speaking English of the experimental group after treatment. It is due to the complication in implementation of translanguaging concepts that are explained in discussion.

Keywords: *Translanguaging, Effect, Self-Efficacy, Speaking English, Procedure Text*

I INTRODUCTION

Self-efficacy is an individual belief or judgment of their capability to exert a certain level of control over their personal action and behaviour, in addition to their environmental events (Feist & Feist, 2008). Fundamentally, it is about individual confidence in their ability to achieve desired outcomes and handle various situations effectively (Zwart et al., 2020). It should be noted that self-efficacy is different from self-confidence. It is different in a way that self-confidence is general in nature, while self-efficacy is specific to particular skills (Feist & Feist, 2008). As explained by Bandura in Feist & Feist (2008), a person can have high self-efficacy in one situation and low self-efficacy in another. This occurs because self-efficacy is greatly influenced by **the competencies required for each activity**. Self-efficacy as a psychological aspect is one of the most crucial factors that is often ignored by teachers in learning foreign languages, especially English. Whereas, self-efficacy influences students' cognitive system (Tilfarlioğlu & Cinkara, 2009), motivation (Alawiyah, 2018), level of effort (Gürsoy & Karaca, 2018), persistence, and preference of activities (Mills, 2014), which means, it mediates the relationship between knowledge and action that is very important for students to master the four English skills.

One of the most affected by self-efficacy is speaking skill. As a productive skill, speaking pushes students to elaborate their thoughts using words and sentences orally to create meaningful interaction and engage effectively in communication (Bleistein et al., 2020). In fact, students in EFL classrooms mostly feel anxious and avoid the class activity when it comes to using their speaking skill due to the lack of speaking self-efficacy, belief of their ability to speak the target language, in themselves (Amoah & Yeboah, 2021). Especially in Indonesia, students mostly reject using English to answer or giving simple expressions in class. They often said "I cannot speak English", "I feel embarrassed when I make mistakes", or "I'm afraid my friends will mock me" that implied a feeling of anxiety in speaking (Mukminin et al., 2015). According to Jamshidnejad, those reactions of anxiety in students when they have to speak in English appear due to low self-efficacy in themselves. It is also in line with Gürsoy and Karaca's (Gürsoy & Karaca, 2018) statement that anxiety in speaking is greatly influenced by a student's level of self-efficacy. Students' perception on themselves to be a perfect speaker that is fluent and mastering all linguistic aspects make them afraid to speak when they feel that they don't fit the criteria. Then, the perception of other people's expectation and reaction to their speaking also makes them afraid to make a mistake that might humiliate themselves (Jamshidnejad, 2020). That is why self-efficacy is very crucial for students' speaking, it reduces their anxiety which affects their confidence to express their thoughts using English.

The use of appropriate approaches is very important to help teachers in solving this problem of self-efficacy in student's speaking skill. By this conjecture, there is a potential of using translanguaging to increase students' self-efficacy in speaking English. According to Canagarajah (2011) translanguaging is multilingual or bilingual skills to move fluidly between languages and view the various languages in their repertoire as a unified system. This perspective opposes code-switching as a traditional view of bilingualism. Which, code-switching understood as the alternation between two or more distinct languages that treat each language as a separate system. While, translanguaging adopts the dynamic perspective that views an individual's entire linguistic repertoire as an integrated system and suggests multilingual speakers use their entire linguistic resources to communicate and make sense of their world (Bhatt & Bolonyai, 2020). Other studies also mention translanguaging as a process of creating meaning, shaping experience, acquiring understanding and knowledge by using two languages (Baker, 2011). Vogel and Garcia (Vogel & García, 2017) also state that translanguaging is an ability to move fluidly between languages that students have and utilize it to enhance their engagement and understanding of complex texts and content. It is an approach in bilingual education that supports the development of both languages as a unified system of students' overall linguistic repertoire. Translanguaging gives students flexibility to use both languages in expressing their thoughts which can create a safe environment (Carstens, 2016) that reduces anxiety (D. Wang, 2019) in speaking foreign languages, which might help developing speaking self-efficacy. So, this research focuses on finding the translanguaging effect on students' self-efficacy in speaking English for the eleventh graders of SMA Negeri 1 Dukun.

II MATERIALS AND METHOD

This research used Quasi-Experimental design from a quantitative method. It is one of experimental designs that does not use randomization to choose the group sample due to ethical issues. Quasi-experimental consists of a control and experimental group. To gain the data, it uses pre-test as a task before the treatment to determine the sample's baseline, post-test as a test that is conducted after giving intervention/treatment, and treatment that is an intervention applied to analyse its effect on the dependent variable. While the treatment is only given in the experimental group (Creswell & Creswell, 2018; Shofi & Masruroh, 2018). Quasi-experiment aims to find out whether the intervention might change participants' behaviour after exposure to it (Mgijima & Makalela, 2016). This design is very suitable for this study that wants to find the influence of the translanguaging approach in students' self-efficacy.

The research was conducted in SMA Negeri 1 Dukun in the first semester of academic year 2024/2025 in October 2024. In preliminary observation in eleventh graders, it has been found that most students refused to use English in the English subject class because the medium of communication was used mostly in Indonesian, while the English appeared just in the form of basic expressions. Unfortunately, this caused students to mock the use of English in class, both when used by fellow students and teachers, which creates anxious and shameful moments for students who try to speak English. The sample was 36 students from XI-2 as experimental group and 36 students from XI-3 as control group (total sample 72 students). Then, the data was collected in four meetings including pre-intervention, treatment, and post-intervention. Also, to give a topic limitation this study used procedure text.

To gain the data this study used an oral speaking test and Questionnaire of English Self-Efficacy adopted from Wang (2013). The oral speaking test was conducted by giving students a procedure text that they have to retell it to the researcher. It used to trigger students' experiences speaking English. Then, the Questionnaire of English self-Efficacy (C. Wang et al., 2013) consists of 8 questions about self-efficacy in speaking that are measured using 1-7 points rating scale.

The treatment focused on using translanguaging (English-Indonesia) as medium of class communication by implementing the key concepts (stance, design, shift). First is the stance that refers to the belief of teachers and students that the students' entire repertoire (L1 and L2) is an interconnected and valuable resource. In this stage, using translanguaging by mixing Indonesian and English can help teachers show and encourage students in realizing that all their repertoire is valuable. Even if their English vocabulary is limited, inappropriate grammar, and not fluent they are still categorized as people that can use and speak English. Which means accepting their ability of English and Indonesian can impact their self-efficacy (Vogel & García, 2017; D. Wang, 2019). Second is design, a strategic lesson plan that can encourage the practice of translanguaging in class. By giving appropriate translanguaging lesson plans can create a safe environment that gives students self-efficacy to experiment in speaking

using English without any doubt (Carstens, 2016). The last is shift, this translanguaging concept give students time to adjust the shift in using both languages, which give them appropriate time to feel themselves and build their efficacy (D. Wang, 2019).

To find the student self-efficacy baseline, the first meeting occurred by giving a pre-test. The pre-test consists of an oral speaking test and self-efficacy questionnaire. The oral test is conducted by giving the students a procedure text. The students were asked to orally retell the text after 10 minutes of preparation. After the oral test, the questionnaire of self-efficacy (C. Wang et al., 2013) is given to the students.

The questionnaire consists of 8 questions designed to measure students' self-efficacy in speaking English. Examples of the aforementioned question are "Can you tell a story in English?", "Can you answer your teacher's questions in English?". Students respond to these questions using a 7-point Likert scale, where 1 indicates "strongly disagree" and 7 indicates "strongly agree".

In the second and third meeting the researcher used translanguaging (English-Indonesian) as the medium of instruction in experimental class, and Indonesian as medium of interaction in control class. Both classes studied procedure text by discussion and games. Then, the post-test was conducted in the fourth meeting by doing the same procedure as the pre-test.

III RESULTS AND DISCUSSION

3.1 RESULTS

After all procedures of the research including collecting pre-test, post-test data and giving intervention have been done, SPSS 21 engine has been used to compare the data to establish whether translanguaging affects student's efficacy in speaking English. In the beginning of the research, the sample was 72 participants including 36 participants from XI-2 (experimental group) and 36 participants from XI-3 (control group). After removing invalid data there were 26 data of pre-test post-test from the experimental group and 31 data of pre-test post-test of the control group.

Table 1. The Result of Pre-test and Post-test in Experimental and Control Group

EXPERIMENTAL CLASS			CONTROL CLASS		
Subject	Pre-test	Post-test	Subject	Pre-test	Post-test
E-1	49	37	C-1	22	32
E-2	24	31	C-2	26	34
E-3	30	33	C-3	32	35
E-4	33	34	C-4	32	34
E-5	16	24	C-5	25	21
E-6	50	36	C-6	30	31
E-7	31	30	C-7	47	35
E-8	47	47	C-8	28	28
E-9	38	46	C-9	23	23
E-10	39	46	C-10	30	29
E-11	36	36	C-11	35	35
E-12	24	27	C-12	32	28
E-13	31	29	C-13	35	36

E-14	31	34	C-14	19	34
E-15	31	29	C-15	35	48
E-16	31	52	C-16	35	36
E-17	54	54	C-17	45	50
E-18	32	37	C-18	46	33
E-19	35	42	C-19	52	54
E-20	33	36	C-20	35	34
E-21	39	46	C-21	28	30
E-22	32	48	C-22	49	49
E-23	34	32	C-23	39	37
E-24	35	35	C-24	23	24
E-25	30	21	C-25	35	25
E-26	30	21	C-26	21	22
			C-27	44	48
			C-28	28	24
			C-29	26	28
			C-30	48	53
			C-31	35	37

After the final data obtained, the next process was determining the normality distribution of data. It aims to determine which type of test can be used, parametric test or non-parametric test. Then, the result of the normality test showed as follow:

Table 2. The Normality Test of Experimental and Control Groups in Pre-test and Post-test Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreExperiment	.183	26	.025	.915	26	.035
PostExperiment	.151	26	.129	.958	26	.358
PreControl	.183	26	.025	.946	26	.184
PostControl	.203	26	.007	.907	26	.023

According to the table above, the data normality test used by Kolmogorov-Smirnov and Shapiro-Wilk with the significance level or alpha is 0.05. The Result appeared that the data in pre-test of the experimental group gained a significant value of 0.025 and 0.35 that is lower than 0.05, which indicated that this data is not normally distributed. The post-test data of the experimental group gained a significant value of 0.129 and 0.358 which is higher than 0.05 and indicated that the data is normally

distributed. Then, the pre-test data of the control group gained 0.025 in kolmogorov-Smirnov that indicate not normally distributed and 0.184 Shapiro-Wilk that indicate normally distributed. Due to the different result, the data is indicated as not normally distributed. The post-test gained significant values of 0.007 and 0.023 which indicate that the data is also not normally distributed. In addition, it can indicate that all sets of data categorized as not normally distributed and cannot run a parametric test. So, to find the effect of translanguaging in students' speaking self-efficacy, this research used a non-parametric test.

Table 3. Wilcoxon Signed Rank Test in Experimental and Control Groups

	PostExperiment- PreExperiment	PostControl- PreControl
Z	-1.496 ^b	-1.206 ^b
Asymp. Sig. (2-tailed)	.135	.228

The results of Wilcoxon signed rank in control group post-test and pretest appeared with asymptotic significance (2-tailed) value or p-value is 0.228 which, higher than 0,05. So, it proved that using Indonesian or Bahasa Indonesia as a medium of communication in an EFL classroom did not help students to gain self-efficacy in speaking English. Then, the results of the experimental group post-test and pretest appeared with asymptotic significance (2-tailed) value or p-value is 0.135 which is higher than 0,05. It indicates that there was no significant difference in self-efficacy in speaking English on students before and after using translanguaging (English-Indonesia) as medium of class communication. Then, to gain a deeper analysis for describing the data, the researcher continued the measurement with Mann-Whitney U test to compare experimental group and control group. The result of the test displayed as follow:

Table 4. Mann-Whitney U Rank

	Group	N	Mean Rank	Sum of Ranks
Pre	Control	31	27.87	864.00
	Experiment	26	30.35	789.00
	Total	57		
Post	Control	31	27.26	845.00
	Experiment	26	31.08	808.00
	Total	57		

The preceding table shows a comparative analysis of the control and experimental groups based on mean rank data for both pre-test and post-test. In the pre-test phase, the control group consisting of 31 participants achieved a mean rank of 27.87. While the experimental group consisting of 26 participants had a slightly higher mean rank of 30.35. This suggests that in the beginning of research, the experimental group's baseline of self-efficacy in speaking was marginally ranked higher than the control group.

Then, in the post-test phase the control group mean rank was 27.26 and the experimental group mean rank was 31.08. It showed there was a decreased mean rank in the control group and slightly increased in experimental group mean rank. Although these mean ranks showed a small shift, it could have been assumed that students in the experimental class who were exposed to translanguaging might have developed a marginally higher level of self-efficacy in speaking English than those in the control group. Then to confirm the assumptions that emerged from the mean rank results, the researcher then examined the statistical results of the test presented in the following table:

Table 4 Mann-Whitney U Test Statistic

	Pre	Post
Mann-Whitney U	368.000	349.000
Wilcoxon W	864.000	845.000
Z	-.563	-.867
Asymp. Sig. (2-tailed)	.574	.386

The table above provided Mann-Whitney U statistical results. For the pre-test result of the experimental group and control group, the Mann-Whitney U value is 368.000, with a corresponding Wilcoxon W value of 864.000. The Z-score for the pre-test phase is -0.563, and the associated Asymptotic Significance (2-tailed) value or p-value is 0.574. This p-value was considerably above the commonly accepted threshold of 0.05, which indicated that the observed rank difference in the pre-test did not statistically have a significant difference. It concluded that the baseline self-efficacy in speaking English of both experimental and control groups was the same.

In the post-test, the Mann-Whitney U value was slightly lower at 349.000, with a Wilcoxon W value of 845.000. The Z-score was -0.867, with a p-value of 0.386, which also exceeded the 0.05 threshold. So, the measurement in this research found that the results were not significantly different. Which means, H_0 was accepted and H_a was rejected. The hypothesis of this research explained below:

- (3-1) The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted when the value of t score > t table, significant level 0.05. This indicated that there was significant difference in self-efficacy in speaking English between students taught using translanguaging (Indonesian-English) and students taught entirely in Bahasa Indonesia.
- (3-2) The alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted when the value of t score > t table, significant level 0.05. This indicated that there was no significant difference in self-efficacy in speaking English between students taught using translanguaging (Indonesian-English) and students taught entirely in Bahasa Indonesia.

In line with the acceptance of null hypothesis (H_0) and the rejection of alternative hypothesis (H_a) due to the value of t score was lower than t table. It indicated that there was no substantial effect of self-efficacy in speaking English between students that utilized translanguaging (English-Indonesia) as a medium of instruction and students who utilized Indonesian as a medium of instruction in class.

3.2 DISCUSSION

Based on the result above, from 72 samples the final pre-test and post-test data sets were found for 26 participants in the experimental class and 31 participants in the control class which were not normally distributed. Then, the purpose of this study was to investigate the effect of translanguaging on students' self-efficacy in speaking English. Several tests in SPSS were carried out in processing the data obtained to prove the research objectives.

The result of Mann-Whitney U test for comparing experimental group and control group pretest has a significant value of 0.574. It indicated that before the treatment was held, the baseline of students' self-efficacy in speaking English of both groups was equal. Then after the treatment given, the researcher used Wilcoxon signed-rank test to determine the shift between pre-test and post-test in each group. The Wilcoxon signed-rank test on the control group revealed that the comparison of pre-test and post-test was no significant difference with a significant value of 0.228. It proved that the use of Bahasa Indonesia as medium of class communication did not help students to have self-efficacy in speaking English. Unfortunately, the experimental group test brought out the same result. The Wilcoxon signed-rank test of the experimental group showed no significant difference with a significant value of 0.135, which is higher than 0.05. This dictates that the use of incorporating English and Bahasa Indonesia (translanguaging) did not affect students' self-efficacy in speaking English. Then automatically, the post-test comparison of both groups was revealing no significant difference.

According to Donley (2022) and Vogel & Garcia (2017) translanguaging as an approach of language learning in bilingual education comes with three key concepts. First is stance, it refers to the belief and attitude of teachers and students that the students' entire repertoire (L1 and L2) is an

interconnected resource that can enhance learning. Second is design that reflects a strategic plan that encourages students to use multiple languages by spontaneously mixing for practicing language features in academic tasks. Third is shift, which reflects the moment-by-moment needs of learners to adjust the shifts between languages to ensure understanding, engagement, or clarification. Those concepts indicate that translanguaging supports dynamic and flexibility in using language in each person. That is why this research investigates the translanguaging effect on self-efficacy in speaking English. Even though the result showed that translanguaging did not affect students' self-efficacy in speaking English, it might have appeared due to some complication in implementation of the concept.

Based on the accidental observation during the implementation of translanguaging (English-Indonesian) in an experimental group, the researcher found that most students had imagined English as a difficult lesson that makes them feel ashamed if they cannot use and pronounce it correctly in academic tasks. This indicated that students viewed English not as the actual language itself, which there was no belief in themselves that each English word in their repertoire is a valuable resource for themselves to improve their English ability. So, the stance as the first concept in implementing translanguaging has not been fulfilled properly. This affected on unsuccessfully building a proper and safe environment to utilize translanguaging, which also affected the process of gaining self-efficacy in speaking English.

IV CONCLUSION

The finding of this study revealed that there is no significant difference in students' self-efficacy in speaking English between students taught using translanguaging (Indonesian-English) and students taught entirely in Bahasa Indonesia as medium of class communication in eleventh grade of SMA Negeri 1 Dukun. This result can be seen that the Wilcoxon Signed-rank result of the experiment pre-test and post-test comparison gained 0.135 value that is lower than 0.05 and the Mann-Whitney U result of control and experimental groups post-test comparison gained 0.386 that is also lower than 0.05. Which means, translanguaging does not affect or increase students' self-efficacy in speaking English. This result can appear due to complications in implementation of the stance concept in class that affects the process of building a safe environment that can influence the growth of self-efficacy in students.

REFERENCES

- Alawiyah, T. (2018). Speaking Self-Efficacy and EFL Student Teachers' Speaking Achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(1), 87–96. <https://doi.org/10.19109/ejpp.v5i1.2052>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual matters.
- Bhatt, R. M., & Bolonyai, A. (2020). Code-switching and Translanguaging. In J.-O. Östman & J. Verschueren (Eds.), *Handbook of Pragmatics: 22nd Annual Instalment*. John Benjamins Publishing Company. <https://doi.org/10.1075/hop.22>
- Bleistein, T., Smith, M. K., & Lewis, M. (2020). *Teaching Speaking*, Revised. TESOL Press.
- Canagarajah, S. (2011). Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging. *The Modern Language Journal*, 95(3), 401–417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>
- Carstens, A. (2016). Translanguaging as a vehicle for L2 acquisition and L1 development: Students' perceptions. *Language Matters*, 47(2), 203–222. <https://doi.org/10.1080/10228195.2016.1153135>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Donley, K. (2022). Translanguaging as a theory, pedagogy, and qualitative research methodology. *NABE Journal of Research and Practice*, 12(3–4), 105–120. <https://doi.org/10.1080/26390043.2022.2079391>
- Feist, J., & Feist, G. J. (2008). *Theories of Personality (Seventh edition)*. McGraw-Hill.
- Gürsoy, E., & Karaca, N. (2018). The Effect of Speaking Anxiety on Speaking Self-Efficacy of Children in a FII Context. *International Journal of Language Academy*, 6(24), 194–210. <https://doi.org/10.18033/ijla.3947>

- Jamshidnejad, A. (Ed.). (2020). *Speaking English as a Second Language: Learners' Problems and Coping Strategies*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-55057-8>
- Mgijima, M. V. D., & Makalela, P. L. (2016). The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners. *Perspectives in Education*, 34(3). <https://doi.org/10.18820/2519593X/pie.v34i3.7>
- Mills, N. (2014). 2. Self-Efficacy in Second Language Acquisition. In S. Mercer & M. Williams (Eds.), *Multiple Perspectives on the Self in SLA* (pp. 6–22). Multilingual Matters. <https://doi.org/doi:10.21832/9781783091362-003>
- Mukminin, A., Masbirorotni, M., Noprival, N., Sutarno, S., Arif, N., & Maimunah, M. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. *Journal of Education and Learning (EduLearn)*, 9(3), 217–225. <https://doi.org/10.11591/edulearn.v9i3.1828>
- Shofi, A. T., & Masruroh, L. (2018). *The Effectiveness of Using Multimedia-Based Learning to Improve the Students' Speaking in English of Stkip Qomaruddin Gresik*.
- Tilfarlioğlu, F. Y., & Cinkara, E. (2009). *Self-Efficacy in Efl: Differences Among Proficiency Groups and Relationship with Success*.
- Vogel, S., & García, O. (2017). Translanguaging. In S. Vogel & O. García, *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.181>
- Wang, C., Kim, D.-H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea. *International Journal of Educational Research*, 59, 24–34. <https://doi.org/10.1016/j.ijer.2013.02.004>
- Wang, D. (2019). *Multilingualism and Translanguaging in Chinese Language Classrooms*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-02529-8>
- Zwart, D. P., Noroozi, O., Van Luit, J. E. H., Goei, S. L., & Nieuwenhuis, A. (2020). Effects of Digital Learning Materials on nursing students' mathematics learning, self-efficacy, and task value in vocational education. *Nurse Education in Practice*, 44, 102755. <https://doi.org/10.1016/j.nepr.2020.102755>

MEETING EDUCATIONAL DEMANDS: TEACHER AND STUDENT VOICES ON LANGUAGE FOCUS NEEDS ANALYSIS IN ENGLISH MATERIAL DESIGN FOR NURSING EDUCATION

Gabriel Fredi Daar

Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia

freddydaar@gmail.com

Abstract

This qualitative study aims to explore the language focus needs (reading, grammar, vocabulary, and speaking) as input material in the design of teaching materials. The research was conducted in the nursing undergraduate program at the Catholic University of Indonesia Saint Paul Ruteng, Indonesia. Data were collected through in-depth interviews and focus group discussions (FGD) with several participants. The research participants were purposively selected based on predefined criteria, resulting in 15 participants consisting of 2 English teachers, 3 nursing lectures and 10 nursing students. Data analysis was carried out using an interactive model (Miles et al., 2014). The findings of the study indicated that language focus is one of the key aspects needed as input material in designing ESP nursing teaching materials. The speaking aspect is the ultimate goal of the material being studied, and therefore, reading, grammar, and vocabulary are necessary to support speaking proficiency. Based on the perspectives of students and teachers, simple reading materials need to be included in the teaching materials to help students improve their vocabulary mastery and learn grammar in an integrative manner. The results of this research contribute to a more comprehensive understanding of the importance of analysing language focus needs in designing ESP teaching materials from the perspectives of students and teachers.

Keywords: *need analyses; language focus; material design; English for Nursing*

I INTRODUCTION

The purpose of students studying English for Specific Purposes (ESP) is to achieve communicative competence (Chostelidou, 2010). Communicative competence refers to students' ability to use English in specific communication contexts such as law, healthcare, agriculture, and so on. In the context of nursing communication, the goal for students learning English is to enable them to use English in interactions between nurses and patients or between nurses and other healthcare professionals (Lu, 2018). This is indicated by students' ability to use nursing-related vocabulary in interactions, perform certain activities, and provide information about nursing activities to patients (Moradimokhles & Hwang, 2022).

The learning objectives mentioned above need to be supported by various instruments such as instructors, media, methods, and learning facilities and resources. One of the most important learning resources is the availability of teaching materials. Brown (2001) states that teaching materials are one of the key components in most language learning. Teaching materials serve as a guide for teachers and students in learning activities. They provide inspiration on content, methods, media, assignment execution, and the determination of evaluation types at the end of learning activities (Febrijanto & Kurniajati, 2017). With adequate teaching materials, both teachers and students have equal access to lesson content that helps achieve learning objectives.

ESP learners have different learning goals and motivations. These differences in learning goals and needs significantly determine their motivation and interest in learning English (Hutchinson & Waters, 1987). This foundation provides ESP teaching materials based on needs analysis to learners, including nursing students. This aligns with Ali's (2011) view that needs analysis is a crucial step in designing and developing ESP teaching materials. Needs analysis aims to identify the gap between what students need in the target situation and what they experience in the current situation (Sari & Atmanegara, 2018). Understanding these gaps forms the basis for designing teaching materials. Additionally, needs analysis aims to determine the types of learning materials that correlate with students' real-life situations (Trujeque-Moreno et al., 2021).

This study identified phenomena that prompted the researches. Based on preliminary studies through interviews with English lecturers and nursing students, it was found that the teaching materials provided to students were not based on needs analysis. The materials were compilations from various

sources. However, several previous studies have proven the importance of needs analysis in designing English teaching materials for nursing.

Numerous researchers have undertaken studies focused on the design and development of English for Specific Purposes (ESP) instructional materials, contributing to the scholarly discourse on this subject (Lockwood, 2012; Tomak & Atas, 2019; Krismayani et al. 2020; Gu et al., 2019; Ginaya et al., 2020). Similarly, within the specific context of English instructional materials for nursing in diverse settings, several scholars have conducted investigations, adding depth to the existing body of knowledge (Bosher & Smalkoski, 2002; Bosher, 2012; Lu, 2018; Choi, 2021).

Moreover, pertinent to the Indonesian context, specific studies have been conducted by scholars focusing on the development of English instructional materials for nursing education. Noteworthy contributions include works such as those by (Sismiati & Latief, 2012) titled "Developing Instructional Materials on English Oral Communication for Nursing Schools," (Saragih, 2014) with a study on "Designing ESP Materials for Nursing Students Based on Needs Analysis," (Pongsapan, N P, 2016) contributing to "Developing Instructional Materials for Nursing Students at Toraja South Sulawesi, Indonesia," and (Fadliah & Sugirin, 2019) engaging in the development of "English Speaking Materials for Nursing Students in Yogyakarta."

However, based on these studies, it is known that needs analysis is conducted from the perspective of students using quantitative research methods. Research on needs analysis from the perspectives of both teachers and students through interviews and focus group discussions (FGD), with an emphasis on language focus, has not been extensively explored. Therefore, this study aims to fill that gap. Thus, the research is formulated to figure out the learning objectives of nursing students in studying English and the language focus needs of nursing students in learning English based on students and teachers' perspectives.

II MATERIALS AND METHODS

2.1 NEED ANALYSIS

Needs analysis (NA) serves as the inaugural phase in the development of an English for Specific Purposes (ESP) course, aiming to ascertain the "what" and "how" of the course. Subsequently, this initial analysis sets the groundwork for successive stages, which include curriculum design, materials selection, methodology, assessment, and evaluation. Each of these subsequent components is intricately interwoven and collaboratively contributes to the comprehensive development and execution of the ESP course. However, it is essential to recognize that these stages are not isolated but rather interrelated, progressing in a non-linear fashion (Flowerdew, 2013; Kim, 2013). In a broader context, needs analysis (NA) involves ascertaining the tasks learners will be mandated to execute with the foreign language in the designated context and the optimal strategies through which learners may proficiently acquire the target language throughout the training period (Cowling, 2007). This process aims to discern the specific linguistic and communicative requirements of learners in the intended context, providing essential insights for the subsequent design and implementation of an effective language training program. Ali (2011) asserts that needs analysis is the foundation of ESP. Consequently, needs analysis can guide the formulation of English language learning activities characterized by a targeted and purposeful orientation. This concept aligns with the views of Richards (2001) and Brown (2005), emphasizing that ESP implementation should commence with an analysis of students' needs due to their diverse learning requirements.

Gupta et al. (2007) state that needs analysis is a process to determine how to address gaps in learning or learning performance. This is accomplished through the identification of fundamental needs, comparing the current state with the desired target situation, delineating issues, comprehending the behaviors and mechanisms influencing the prevailing circumstances, assessing the feasibility of modifying specific behaviors and mechanisms to attain the desired situation and formulating strategies for resolution. Needs analysis (NA) maintains a robust lineage in the development of English for Specific Purposes (ESP) programs, as highlighted by Basturkmen (2018). Undoubtedly, a meticulously conducted NA can yield courses meticulously tailored to ensure that students acquire precisely the requisite knowledge and skills.

Hutchinson and Waters (1987) delineate two discernible categories of needs within the framework of target language acquisition: (1) Target Needs, which concern the tasks students are required to undertake in the target situation. Within this classification, Hutchinson and Waters further subdivide target needs into three categories: (a) Necessities, denoting the indispensable experiences that students

must undergo to exhibit effective performance in the target situation; (b) Lack, signifying the disparity between the existing knowledge and skills possessed by students and the requisites mandated in the target situation. (c) Want: Relating to the perceived needs that students personally feel are necessary in the target situation. (2) Learning Needs: This category necessitates an examination of how learners engage in the learning process. It encompasses considerations such as the methods by which learners acquire knowledge, the motivations driving their pursuit of the target language, the requisite time commitment, and the preferred learning environment for mastering the target language or English for Specific Purposes (ESP).

2.2 LANGUAGE FOCUS NEEDS

The studies conducted in the field of English language teaching for nursing has concentrated on identifying the linguistic components of essential tasks and skills required by nurses in clinical environments ((Lockwood, 2012; Tomak & Ataş, 2019). To this extend, Boshier (2012) divided the linguistic components into seven categories: pronunciation, vocabulary, grammar, and discourse, as well as pragmatic, strategic, and sociolinguistic competence. Celce-Murcia (2001) stated that grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation, and sentence structure. Sociolinguistic competence encompasses knowledge of socio-cultural usage rules. This relates to language learners' ability to handle, for example, settings, topics, and communicative functions in different sociolinguistic contexts. Sociolinguistic competence also pertains to using grammatical structures appropriate for different communicative functions in diverse sociolinguistic contexts. Discourse competence relates to language learners' mastery in understanding and producing texts in listening, speaking, reading, and writing modes. This relates to coherence and cohesion in various types of texts. Strategic competence refers to compensation strategies when facing grammatical, sociolinguistic, or discourse difficulties, such as using reference sources, grammatical and lexical paraphrasing, requesting repetition, clarification, speaking more slowly, or finding appropriate cohesive devices.

The process of developing materials for language learning is a hands-on task that includes creating, assessing, modifying, and utilizing materials designed to support the acquisition and improvement of language skills (Brian Tomlinson, 2016). Thus, language focus is apart that should be included in material design process. In the study, the language focus that are used for need analyses encompasses speaking, reading, grammar and vocabulary.

Speaking involves producing, receiving, and processing information, which requires active engagement and the ability to articulate ideas coherently (Brown, 2001). Moreover, Bygate (2001) stated that speaking proficiency is often seen as a benchmark of language competence. It encompasses not only linguistic accuracy but also the pragmatic and sociolinguistic aspects of language use. The development of speaking skills necessitates practice and interaction in authentic communicative situations. In line with the concept, Thornbury (2005) emphasizes the importance of interaction in language learning. In the learning process, learners are suggested to improve their speaking skills through conversational practice and feedback.

Reading is an essential skill that supports language acquisition by exposing learners to a variety of vocabulary, structures, and ideas. Proficient reading skills enhance learners' comprehension and overall language proficiency by enabling them to accurately understand and interpret written texts (Grabe & Stoller, 2002).

Grammar serves as the structural basis of language, regulating the rules and conventions needed to construct meaningful sentences. As noted by Ur (1996), grammar includes both morphology and syntax, which are crucial for understanding how words and phrases come together to form coherent sentences. Mastery of grammar allows learners to accurately produce and interpret sentences, thereby facilitating effective communication. Ellis (2006) underscores the significance of combining grammar instruction with communicative activities, permitting learners to apply grammatical rules in practical contexts.

Effective vocabulary acquisition involves both deliberate learning and incidental learning through contextual exposure to language. Schmitt (2000) supports a comprehensive approach to vocabulary instruction that integrates direct teaching of word meanings with strategies for inferring word meanings from context, thereby enhancing accuracy and fluency.

2.3 RESEARCH DESIGN

This study aims to explore language focus need based on students' and teachers' perspectives to designing English instructional materials for Nursing Education. This study used a case study approach.

The data were obtained through a qualitative study design. Researchers used qualitative in-depth interviews to gather the research data. The study was conducted at the Nursing Department, Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia.

2.4 PARTICIPANTS

There were 15 participants in this study consisting of 10 nursing students, two English teachers and three Nursing lecturers. The participants were determined purposively based on established criteria, including a) Informants are active students of the academic year 2021/2022; b) Informants are students currently taking an English course and have good English skills; c) The informant is a lecturer in English courses; d) Informants are lecturers in the field of nursing who have passive English communication skills.

2.5 DATA COLLECTION AND DATA ANALYSIS

The data in this study were collected through in-depth interviews and Focused Group Discussions. There were five main components to be asked in the interview and FGD, including (1) needs for reading materials; (2) needs for vocabulary; (3) needs for grammar; (4) needs for speaking; (5) reasons for English Instructional materials needs. Furthermore, the data obtained through interviews were verified through FGD. The participants who involved in the FGD include English teachers and nursing students. The data were analysed qualitatively using an interactive model (Miles, Huberman & Saldana, 2014) consisting of data collection, reduction, display, verification and conclusion.

III RESULTS AND DISCUSSION

The use of language focus in designing and developing ESP instructional materials refers to the model of ESP material development proposed by Hutchinson & Waters (1987). Language focus pertains to the language components that serve as the input materials in instructional design. In this study, language focus encompasses reading, grammar, vocabulary, and speaking skills. The following data represents the need for language focus based on the perspectives of students and lecturers, including both English lecturers and nursing lecturers. However, before delving into the needs for these language materials, this study first examines the nursing students' goals for learning English. This is to ensure that the instructional materials designed subsequently align with the students' learning goals.

3.1 GOALS OF NURSING STUDENTS IN LEARNING ENGLISH

It is crucial to understand the primary goals of nursing students in learning English. Knowledge of these learning goals helps in identifying instructional materials that can meet these needs. In this study, data on learning goals were obtained through interviews and FGD (Focus Group Discussions) with students and lecturers. Based on the interviews and FGD, it was found that the nursing students' goal in learning English is to achieve the capability of communication in the field of nursing. It's achievable by mastering the vocabulary in this field.

Excerpt 1:

“At the end of learning process, I am able to communicate using English starting from basic care, such as self-introduction, measuring vital signs, to intermediate care like NGT (nasogastric tube) procedures” (AB).

“We hope to be able to recognize medical equipment and hospital environments in English, such as syringes, names of nursing rooms in hospitals, and other simple matters. These medical instruments vocabularies become the basic for being able to communicate in English” (YM).

The learning goals, as depicted above, represent the perspective of students learning English. This study also inquired about the lecturers' learning goals and expectations regarding the students' final capabilities after learning English. These goals and expectations are explicitly included in the study program curriculum. However, the learning goals as conveyed by the lecturers are more specific and concrete. At the end of the learning process, students are expected to be able to provide nursing care in English. Therefore, learning activities and experiences oriented towards speaking skills receive a significant portion of attention. Learning that emphasizes reading and grammar is conducted integrative to support the achievement of speaking skills.

Excerpt 2:

Actually, the study program's expectation is that students can provide nursing care in English. So far, we have been accustomed to learning structure and listening, but what we actually hope for is English

practice. Our students are expected to be able to practice nursing services in English. For example, when conducting an assessment, they should do it in English. When asking about patients' complaints, they should be able to ask in English. Therefore, students are expected to be able to communicate in English in all nursing care activities. (OSN)

When this study was conducted, the undergraduate nursing program had a national orientation vision, with the possibility of increasing competitiveness towards a global vision. This aligns with the growing job offers in the nursing sector abroad, the use of English in medical terminologies, and the development of knowledge and technology in the nursing field with English as the medium for dissemination and knowledge dissemination. Therefore, the goal of learning English as a final skill achieved by students aligns with these demands and developments. Mastery of English promotes competitiveness, increases self-confidence, expands networks, and facilitates job access in the future.

3.2 LANGUAGE FOCUS NEEDS: SPEAKING

Speaking skills are the expected learning outcomes for nursing students at the end of their learning activities. Speaking skills are the main goal of nursing students in learning English. This aligns with Hutchinson and Waters' (1978) assertion that the main goal of ESP learners in learning English is to achieve communication ability. In the context of nursing communication, the ability to communicate is a fundamental skill a nurse must possess. Communication ability is expected in all nursing activities, including when providing nursing services to patients, consulting with doctors, and interacting with fellow nurses. Therefore, speaking skills are a crucial focus in designing and developing instructional materials. Based on interviews and FGD, the data show that speaking skills need to be the primary focus in learning English for nursing students.

Excerpt 3:

Actually, speaking skills need to be a focus in learning English, and that's what we try to achieve. (FAT)

Our expectation is that students can perform nursing activities in English, and this starts with speaking skills. When we conduct assessments or ask patients about their complaints, we hope students can ask in English. (MSN)

Learning speaking skills is crucial as it helps students to interact using English. Speaking skills facilitate effective communication with patients, enabling nurses to provide better care and support. Moreover, improving speaking skills can boost students' confidence in using English in various nursing scenarios.

3.3 LANGUAGE FOCUS NEEDS: READING

Reading skills are receptive skills and an indicator of English proficiency. The aspect emphasized in reading skills is understanding the content, including the social context involved in the reading material. Understanding the content helps students answer questions that arise at the end of the reading material. Therefore, vocabulary mastery is a key component in understanding reading. According to the study data, reading skills are needed by students and lecturers in designing English instructional materials for nursing.

Excerpt 4:

Reading materials are essential for students to study. They need simple readings related to nurses' daily tasks to help with their vocabulary. (OSN)

This data indicates that reading materials are important in helping students learn nursing vocabulary found in the readings. In this context, there is a mutually supportive correlation between reading materials and vocabulary. Vocabulary helps students understand readings, but reading materials also serve as a means for students to enhance vocabulary mastery by learning new words from the readings. However, the sources emphasize that the required readings should be simple and short. Such readings not only promote the acquisition of new vocabulary but also stimulate students' interest and motivation to learn. The perceived difficulty of English learning in the nursing context can be mitigated through simple readings.

Excerpt 5:

Readings are necessary, especially simple readings, because readings familiarize us with learning vocabulary through reading. By mastering vocabulary, we can speak English. (MSN).

Simple readings related to nurses' daily tasks are highly needed. Other participants (students) also emphasize that the primary expectation is vocabulary, from vocabulary to speaking. Additionally,

students expect activities involving dialogues or conversations. Vocabulary mastery helps them understand descriptive texts in English. Based on the sources' experience while learning English, they were asked to read English texts during the lessons. This aims to familiarize them with the correct pronunciation of English. The FGD results also show that reading materials in the nursing context are relevant and needed in English learning for nursing students. According to the participants, reading materials need to be included in the instructional materials as they are part of receptive skills. Students are expected not only to learn productive skills like speaking and writing but also receptive skills, including reading materials. For students who enjoy English, reading materials help them expand vocabulary and learn the pronunciation of certain words. However, for inferior students, reading materials can be challenging and even boring.

3.4 VOCABULARY

Vocabulary mastery is one of the crucial aspects of learning English. Vocabulary mastery forms the foundation for English learners in speaking. Students with adequate English vocabulary tend to be able to communicate. Vocabulary mastery also fosters confidence and the ability to perform well in learning activities. This study found that students need to master specific vocabulary in the nursing field. Vocabulary and health terminologies are encountered in various nursing activities in hospitals.

Excerpt 6:

In my opinion, the first thing is vocabulary within the scope of nursing services, such as vocabulary of equipment in the ward, human body vocabulary, and vocabulary related to nursing actions. For instance, if they want to measure blood pressure, they must communicate, and therefore they need to know the basic vocabulary. (OSN)

Indeed, vocabulary is very important, but after we have vocabulary, we must use it in dialogues with friends, lecturers, or anyone we meet. With dialogues, we also strive to speak English together. (YCR)

This data aligns with interview results from almost all participants indicating that nursing students generally face limitations in vocabulary. This issue prevents them from forming sentences in English, both in daily life and in nursing services. In the context of nursing, several participants (Head of Nursing Study Program and nursing lecturers) stated that the first material nursing students need to learn is vocabulary within the scope of nursing services, such as vocabulary of equipment in the ward, human body vocabulary, and vocabulary related to nursing actions.

Excerpt 7:

What we, as students, hope for the most is vocabulary, from vocabulary to speaking, and then increasing activities to have conversations or dialogues with friends. Because by understanding these three things, it helps us understand texts in English. (KB)

When students interact with patients while measuring blood pressure, they need to communicate in English, and thus basic vocabulary must be mastered by students. Another participant (student) also stated that vocabulary mastery is very important for students, but vocabulary mastery without application through dialogue or conversation is futile. Therefore, for vocabulary to be useful, students need to learn conversation or dialogue, both with classmates and lecturers. Students need to use the vocabulary in interactions with others. For students who dislike memorizing, using materials and dialogue activities helps them improve speaking skills.

3.5 GRAMMAR

Data analysis through interviews shows that grammar lessons are given to students. According to students, they prioritize vocabulary and speaking. Speaking ability is the goal they want to achieve at the end of learning. This ability can be achieved through vocabulary mastery. However, students do not neglect grammar learning. Integrative learning continues to be implemented to provide students with input on knowledge and skills in constructing correct sentences.

Excerpt 8:

I prefer, for example, English lessons focusing more on dialogue, so it's more enjoyable if there is a conversation partner. And I also think grammar needs to be studied by students, and reading is necessary to get used to using English. (AI)

In my opinion, what needs to be learned are vocabulary, dialogue, reading, and also grammar. (AV)

This data shows that the participants need grammar materials, but these materials are integrated with other materials like dialogue or conversation and reading. Based on interview results, a participant

(Dean of the Faculty of Health) expects lecturers not to direct nursing students to learn grammar separately. Grammar can be learned through speaking or reading. Grammar mistakes can be corrected when students learn speaking. Grammar materials are taught while considering pragmatic integrative aspects by referring to the context and combining them with other language components or skills. The ability of teachers in teaching is also a determining factor in making grammar materials interesting and supporting the achievement of students' communicative abilities.

3.6 DISCUSSION

This study explores the language focus needs as a crucial component in the design and development of ESP (English for Specific Purposes) instructional materials for nursing. The language focus includes aspects of speaking, vocabulary, reading, and grammar. Based on data analysis, it was found that all four components need to be included in the instructional materials according to the perspectives of both students and instructors.

Brown (2001) asserts that speaking ability is a linguistic skill for producing meaningful utterances to convey specific messages to listeners or interlocutors. Furthermore, Celce-Murcia (2001) emphasizes learners' ability to use language in communication appropriately according to context. At the end of their learning activities, learners should not only be able to choose the correct vocabulary but also produce utterances that can be understood by their interlocutors. This is particularly important in the context of communication between nurses and patients. Nurses need to have the ability to use English appropriately according to the context. This is aimed at helping interlocutors, especially patients, understand the conveyed message (Saito, et al., 2016). In this study, the language focus on speaking is essential for students to learn during their educational activities. Informants emphasized the importance of speaking skills-oriented learning, considering speaking as the most frequently used skill in interactions with patients. The findings of this study align with previous research by Avila-Cabrera (2022) that highlights speaking as a critical skill that cannot be neglected in ESP learning.

In practice, students are given ample opportunities to practice using English in communication within the nursing context. Several informants of this study emphasized specific activities that encourage students to use English in dialogues or conversations, expecting these activities to be conducted collaboratively through paired tasks, simulations, and role-plays (Daar & Jemadi, 2020; Saienko, 2021). Butler (2011) stresses that collaborative activities foster students' creativity and enthusiasm in language learning. These activities not only impact individual student performance but also have social effects, particularly benefiting peers within their learning groups. Therefore, Kim (2013) advocates for the continuous implementation of collaborative learning activities.

Regarding the need for reading materials, the research findings indicate that students require these materials for their studies. They believe that simple reading materials should be studied to accustom students to learning English. Additionally, reading materials help students learn vocabulary specific to the nursing field. Reading materials are one of the crucial aspects of language learning (Perez-Martinez & Muela-Bermejo, 2024). Through reading, learners acquire vocabulary as well as contextual values embedded in the texts. Grabe and Stoller (2002) emphasize that reading is an essential skill that supports language acquisition by exposing learners to a variety of vocabulary, structures, and ideas (Stark, et al., 2016). The reading materials studied by nursing students aim to enhance their understanding of nursing-related texts and indirectly improve their speaking skills through the exposure provided by these texts.

In terms of vocabulary, this study reveals a critical need for nursing students to master specific vocabulary relevant to the nursing field. The data aligns with the interview results, which highlight that nursing students often encounter limitations in their vocabulary, impeding their ability to form sentences in English for both daily life and professional nursing services. This finding is consistent with previous research, which underscores the importance of domain-specific vocabulary in facilitating effective communication in specialized fields such as healthcare (Schmitt, 2019). Furthermore, one student participant emphasized that while vocabulary mastery is crucial, it must be complemented by practical application through conversation and dialogue. Without this application, the mere knowledge of vocabulary remains ineffective. Therefore, integrating vocabulary learning with interactive practices such as dialogues with classmates and lecturers is essential for reinforcing vocabulary use in real-life contexts. This perspective aligns with Task-Based Language Teaching (TBLT) principles, which advocate for contextualizing language learning within meaningful tasks to enhance practical language use (Willis & Willis, 2007).

In terms of grammar material needs, the study indicated that while nursing students need grammar materials, these materials are most effectively learned when integrated with other language components

such as dialogue, conversation, and reading. This finding aligns with the principles of communicative language teaching, which prioritize the use of language in meaningful communication over rote memorization of grammatical rules (Daar & Ndorang, 2020; Ellis, 2006). This finding also supports the view that language skills are interdependent and should be developed concurrently to enhance overall language competence (Brown, 2001; Bulea Bronckart, 2020). The integration of grammar within other materials ensures that students see the practical application of grammar in real-life scenarios, which is crucial for their professional communication in nursing. Moreover, teaching grammar through contextualized activities not only aids in the understanding of grammatical structures but also enhances students' ability to use these structures effectively in their professional interactions (Mart Çağrı.,2021). The effectiveness of this method is contingent upon the ability of teachers to present grammar in engaging and contextually relevant ways. Teachers' skills in delivering integrated grammar lessons play a significant role in making the materials interesting and supportive of students' communicative abilities (Lightbown & Spada, 2013; Richards & Rodgers, 2001).

Based on the study, instructional materials covering speaking, vocabulary, reading, and grammar are designed to be integrative. This comprehensive approach aligns with the principles of task-based language teaching (Willis & Willis, 2007), which stresses the importance of contextualizing language learning within meaningful tasks. In the context of nursing education, integrating language and content enables students to develop language proficiency while acquiring relevant knowledge in their field. Emphasizing integration across various components, including speaking, reading, grammar, and assignments, supports the notion that language learning is most effective when it occurs in a holistic and interconnected manner (Richards & Rodgers, 2001). This holistic integration is especially beneficial in nursing education, where effective communication is crucial for patient care and teamwork within the healthcare environment.

IV CONCLUSION

Based on the data analysis and discussion, it is concluded that integrating language components such as reading, vocabulary, grammar, and speaking is important in designing ESP instructional materials for nursing students. Understanding the learning goals and needs of nursing students and lecturers is crucial in developing effective instructional materials. The findings emphasize that vocabulary and speaking skills are the primary focus, with reading and grammar playing supportive roles. Integrative and context-based learning approaches are essential in helping nursing students achieve their goal of mastering English for nursing communication.

This research underscores the necessity for nursing education institutions and ESP (English for Specific Purposes) instructional material designers to undertake thorough needs analysis before developing teaching materials. Conducting a needs analysis from multiple perspectives, including those of students and English lecturers, is crucial. Qualitative analysis through interviews and focus group discussions (FGDs) has demonstrated the collection of substantial and accurate data regarding the English learning needs of nursing students.

The findings of this study contribute to the theory of needs analysis and ESP instructional material development, particularly in the field of nursing. The study highlights that employing diverse methods and approaches in needs analysis enables the gathering of more varied data, which is essential in identifying the specific learning material needs for English instruction in nursing.

REFERENCES

- Ávila-Cabrera J.J. (2022). Improving Oral Production Skills in the Business English Class Through Creative Dubbing. *ESP Today*, 10(1), 99–122
- Bosher, S. (2012). English for Nursing. In *The Handbook of English for Specific Purposes* (pp. 263–281). <https://doi.org/10.1002/9781118339855.ch14>.
- Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course in health-care communication for immigrant students in the USA. *English for Specific Purposes*, 21(1), 59–79. [https://doi.org/10.1016/S0889-4906\(01\)00002-3](https://doi.org/10.1016/S0889-4906(01)00002-3)
- Brian Tomlinson. (2016). *The importance of material development for language learning*. In Sense Publishers. (Issue 1998).
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman.

- Bulea Bronckart, E. (2020). Reflections on teaching devices articulating grammar and text. *L1-Educational Studies in Language and Literature*, 20(3), 1–27. <https://doi.org/10.17239/L1ESLL-2020.20.03.06>
- Butler YG. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics* 31: 36–57.
- Bygate, M. (2001). *Speaking*. Oxford University Press.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. In Thomson Learning (3rd ed.). Thomson Learning.
- Choi, L. J. (2021). Implementing English for Medical Purposes (EMP) in South Korea: Nursing students' ongoing needs analysis. *Nurse Education Today*, 104(May), 104989. <https://doi.org/10.1016/j.nedt.2021.104989>
- Chostelidou, D. (2010). A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs. *Procedia Social and Behavioral Sciences*, 2(2), 4507–4512. <https://doi.org/10.1016/j.sbspro.2010.03.721>
- Daar, G. F., & Jemadi, F. (2020). Analysis the implementation of self-directed learning in learning English for specific purpose. *Journal of English Educational Study (JEES)*, 3(1), 61–70. <https://doi.org/10.31932/jees.v3i1.664>
- Daar, G. F., & Ndorang, T. A. (2020). Analysis the Implementation of Communicative Language Teaching and Classroom Interaction in the Effort to Increase Learners' Speaking Skills. *International Journal for Educational and Vocational Studies*, 2(12), 969–978. <https://doi.org/10.29103/ijevs.v2i12.2969>
- Ellis, R. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly*, 40(1), 83–107.
- Fadhiah, U., & Sugirin. (2019). Developing English Speaking Materials for Nursing Students. *Advances in Social Science, Education and Humanities Research*, 326(Iccie 2018), 503–508. <https://doi.org/10.2991/iccie-18.2019.87>
- Febrijanto, Y., & Kurniajati, S. (2017). Developing Esp Nursing Based on Communicative Language Teaching. *English Education: Journal of English Teaching and Research*, 2(2), 62. <https://doi.org/10.29407/jetar.v2i2.885>
- Flowerdew, L. (2013). *Needs Analysis and Curriculum Development in ESP*. 327–346.
- Ginaya, G., Sri Astuti, N. N., Mataram, I. G. A. B., & Nadra, N. M. (2020). English digital material development of information communication technology ICT in higher vocational education. *Journal of Physics: Conference Series*, 1569(2). <https://doi.org/10.1088/1742-6596/1569/2/022009>
- Grabe, W., & Stoller, F. L. (2002). *Teaching and Researching Reading*. Pearson Education.
- Gu, H., Bo, H., & Ren, L. (2019). Developing ESP Teaching Materials Based on the Analysis of Information Engineering Majors' Needs. *Open Journal of Social Sciences*, 7(10), 121–131. <https://doi.org/10.4236/jss.2019.710011>
- Hutchinson, T., & Waters, A. (1987). Materials design. In *English for Specific Purposes* (Cambridge Language Teaching Library, pp. 106–127). Cambridge University Press. doi:10.1017/CBO9780511733031.015
- Kim, H. H. (2013). Needs analysis for english for specific purpose course development for engineering students in Korea. *International Journal of Multimedia and Ubiquitous Engineering*, 8(6), 279–288. <https://doi.org/10.14257/ijmue.2013.8.6.28>
- Kim Y (2013) Promoting attention to form through task repetition in a Korean EFL context. In: McDonough K, Mackey A (eds) *Second Language Interaction in Diverse Educational Contexts*. Amsterdam: John Benjamins, 3–24.
- Krismayani, N. W., Suastra, I. M., Suparwa, I. N., & Sudipa, I. N. (2020). The english material needs of economics and business students. *International Journal of Linguistics, Literature and Culture*, 6(1), 51–61. <https://doi.org/10.21744/ijllc.v6n1.829>
- Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned (4th ed.)*. Oxford University Press.
- Lockwood, J. (2012). Developing an English for specific purpose curriculum for Asian call centres: How theory can inform practice. *English for Specific Purposes*, 31(1), 14–24. <https://doi.org/10.1016/j.esp.2011.05.002>
- Lu, Y. L. (2018). What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses. *English for Specific Purposes*, 50, 116–129. <https://doi.org/10.1016/j.esp.2017.12.004>

- Mart Çağrı. (2021). Integrating Form and Content within Classroom Discussion of Literature: A Discernible Advantage in Language Learning. *Theory and Practice of Second Language Acquisition*, 7(1), 51-74. <https://doi.org/10.31261/TAPSLA.8667>
- Matthew B. Miles, A. M. H. & J. S. (2014). *Data Analysis Qualitative A Methods Sourcebook*. Edition 3. In SAGE (Third). SAGE. <https://doi.org/10.7748/ns.30.25.33.s40>
- Moradimokhles, H., & Hwang, G. J. (2022). The effect of online vs. blended learning in developing English language skills by nursing student: an experimental study. *Interactive Learning Environments*, 30(9), 1653–1662. <https://doi.org/10.1080/10494820.2020.1739079>
- Perez-Martinez, L., & Muela-Bermejo, D. (2024). Exploring silent, small-group and adult mediated reading with nonfiction picturebooks: children's responses and educational potential in elementary school. *L1-Educational Studies in Language and Literature*, 24(1), 1–22. <https://doi.org/10.21248/11esll.2024.24.1.618>
- Pongsapan, N P, B. W. & B. J. (2016). Developing Instructional Materials for Nursing Students in Toraja South Sulawesi, Indonesia. *Journal of Literature, Languages and Linguistics*, 23, 8–24. <http://journals.ukitoraja.ac.id/index.php/ojtefl/article/view/216>
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667305.021>
- Saienko, N. (2021). Using speaking frames as scaffolding tools to teach university students to speak in ESP. *International Journal of Learning, Teaching and Educational Research*, 20(4), 99-115, ISSN 1694-2116, <https://doi.org/10.26803/ijlter.20.4.6>
- Saito, K., Trofimovich, P., & Isaacs, T. (2016). Second language speech production: Investigating linguistic correlates of comprehensibility and accentedness for learners at different ability levels. *Applied Psycholinguistics*, 37(2), 217–240. doi:10.1017/S0142716414000502
- Saragih, E. (2014). Designing ESP Materials for Nursing Students Based On Needs Analysis. *International Journal of Linguistics*, 6(4), 59. <https://doi.org/10.5296/ijl.v6i4.5983>
- Sari, F., & Atmanegara, Y. (2018). Developing ESP Reading Materials for Accounting Students. *Advances in Language and Literary Studies*, 9(5), 1. <https://doi.org/10.7575/aiac.all.v.9n.5p.1>
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52(2), 261–274. doi:10.1017/S0261444819000053
- Sismiati & Latief, M. A. (2012). Developing Instructional Materials on English Oral Communication for Nursing Schools. *TEFLIN Journal: A Publication on the Teaching and Learning of English*, 23(1), 44–59. <https://doi.org/10.15639/teflinjournal.v23i1/44-59>
- Stark, H.L., Snow, P.C., Eadie, P.A. et al. (2016). Language and reading instruction in early years' classrooms: the knowledge and self-rated ability of Australian teachers. *Ann. of Dyslexia* 66, 28–54. <https://doi.org/10.1007/s11881-015-0112-0>
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Longman.
- Tomak, B., & Ataş, U. (2019). Designing an Esp Writing Course for. *The Journal Of Teaching English For Specific And Academic Purposes*, 7, 267–282.
- Trujeque-Moreno, E. E., Romero-Fernández, A., Esparragoza-Barragán, A., & Villa-Jaimes, C. J. (2021). Needs analysis in the english for specific purposes (ESP) approach: The case of the benemérita Universidad Autónoma de Puebla. *Mextesol Journal*, 45(2), 1–24.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.
- Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford University Press.

JAPANESE SPEECH ACTS AND POLITENESS IN HOSPITALITY SERVICES (CASE STUDY OF HOTEL IN BALI)

Indah Kusumarini, Wahyuning Dyah

Politeknik Pariwisata Bali, Indonesia

indahnusabakti@gmail.com, dyah@pnb.ac.id

Abstract

In the world of hospitality, staff provide service to guests through verbal communication. The purpose of this research is to determine the phenomenon of speech acts that are often used by hotel staff when communicating directly with Japanese guests. Conversation data is obtained through recording dialogue between hotel staff and guests when providing services. Data were analysed using Searle's (1969) speech act theory and Brown & Levinson's (1987) politeness theory. From the data analysis, it was known that in hotel services, direct voice is most widely used by hotel staff. Speech acts used by the staff are directive (50.9%) and expressive (25.4%) speech acts, assertive speech 21.8%, and commissive speech 1.8%. Judging from the principle of politeness, directive speech acts that were delivered directly by the hotel staff have the potential to threaten guests' faces. However, because hotel staff use *teineigo* (standard polite) form of Japanese, it can be said that the speech of hotel staff in Bali is relatively polite and safe (does not threaten the face) of guests and staff as service providers. Considering that body posture is also part of politeness in hotel guest service, this element needs to be studied further.

Keywords: *hotel services, Japanese, politeness, speech acts*

I INTRODUCTION

Communicating in Japanese, speech acts have an important role in expressing politeness, respect and social relationships. Japanese society, when communicating with interlocutors, pays attention to context such as age differences, differences in social status, such as superiors and subordinates, colleagues, and also considers elements of inner or outer groups. Japanese people also pay attention to social norms, such as avoiding directness as a way to protect the feelings of the person they are saying, on-verbal signals are also widely used in communication in Japanese society as an effort to maintain harmonious relationships.

By looking at the cultural background of Japanese communication, how do hotel staff in Bali provide communication services to Japanese guests? What speech acts do hotel staff often use, and do these speech acts fulfil the rules of politeness in relation to the relationship between guests and service providers?

There are some previous studies relevant to this research. (Elita, 2019) study politeness in Fuman Hyoomei Speech act. (Kartika, 2019) research analysis of Apologies Speech Act in Japanese and English. (Yuniastuti, R 2019) study about Aizuchi and Politeness Strategy in Japanese Conversation. (Citra, LW, 2020), Speech act of complaining in Japanese Anime, (Nurshifa's, 2021) about speech acts of tour guide activities guiding Korean guests in the Video Blog on the Giljab Youtube Channel. (Dessari, 2021). Politeness in Japanese Prohibition Speech Act. (Ghaisani, 2021) about politeness strategy in Speech Act of Giving Advice in Japanese (Astami, 2021). Japanese Expressive Speech Act. (Abdul Rashid, 2021) Japanese Language Malaysian Tour Guide. Azizia (2021) study about Japanese Apology Expressions. (Arfanti, 2023) about Japanese Women Language Politeness in Communication.

By looking at previous research, in this study also analysed the types of speech acts. The difference between this study and previous studies is the locus and theory. Previous studies only used speech act theory, while this study uses speech act theory and also language politeness theory.

In communicating in Japanese, speech acts have an important role in expressing politeness, respect and social relationships. Japanese society, when communicating with interlocutors, pays attention to context such as age differences, differences in social status, such as superiors and subordinates, colleagues, and also considers elements of inner or outer groups. They also pay attention to social norms, such as avoiding directness as a way to protect the feelings of the person they are saying. Non-verbal signals are also widely used in communication in Japanese society as an effort to maintain harmonious relationships.

By looking at the cultural background of Japanese communication, how do hotel staff in Bali provide communication services to Japanese guests? What speech acts do hotel staff often use, and do

these speech acts fulfil the rules of politeness in relation to the relationship between guests and service providers? For this reason, this research is necessary. Moreover, considering that the level of visits by Japanese tourists tends to decrease, efforts need to be made to improve services, including elements of communication services.

II MATERIALS AND METHOD

2.1 LITERARY REVIEWS

The theory used in this research is politeness theory from (Brown, 1987), namely negative politeness and positive politeness. To maintain the face/self-esteem of the interlocutor, a strategy is needed. The positive politeness strategies include: 1) paying attention to what the interlocutor is needed, 2) using markers of group solidarity, fostering an optimistic attitude, 3) involving speech partners in the activities of speakers, 4) offering / promising something, 5) giving praise to speech partners, 6) avoiding mismatch, and 7) being funny. Meanwhile, negative politeness strategies include: 1) expressing indirectly, 2) using hedges or question sentences, 3) being pessimistic, 4) not burdening, 5) using the passive form, 6) apologizing, and 7) using the plural form

According to Kabaya (2009), Japanese has four levels of language formality. The languages classified as *sonkeigo* (honorific language), *kenjyougo* (humility language), *teineigo* (usual formal language) and *futsugo* (daily language). *Sonkeigo*, *kenjyougo* *teineigo* are the group of *keigo*. *Keigo* is a kind of respectful language that is intended to respect the interlocutor and the person being spoken to. In choosing the form of *keigo*, several factors need to be considered, such as: the relationship between the speakers, who the other person is talking to, how close they are, the situation and the conditions. Kaneko (2014: 162) mentions that Japanese people speak politely when they meet someone for the first time, usually using *teineigo* as a neutral, respectful language. Then they will choose their language after getting to know each other. Kaneko explained that there are five things that determine the choice of *keigo* language, they are (1) age, (2) social position, (3) service background, (4) *uchi-soto* concept and (5) closeness. Japanese never use *keigo* when talking with their own family, even though to the elder, such parent, grandmother, grandfather. They use *futsugo* (daily language).

Sonkeigo is referring to actions of the listener raising his position. Direct expression of respect is characterized by (1) the use of prefix *o* or *go* in front of noun, such *okyaku sama* (guest), *gotouchaku* (arriving). (2) pattern *~ni narimasu* (verba structure), (3) passive form (*~reru* or *~rareru*), (4) special verbs such as *irrasharu* (to go, to come), *meshiagaru* (to eat or to drink) and so on. (5) attaching suffix *~san* or *~sama* after other people's name.

Kenjyougo is talking about your own actions, humbling yourself, indirect expression of respect. Is characterized by (1) the pattern "*o* or *go* + *shimasu* (verb structure), (2) using special verbs such as *haiken suru* (to see), *itadaku* (to eat, drink, to receive). (3) prefix *o* or *go* + Noun that indicate actions as such *ohanashi* (speech/story), *odenwa* (phone call), *gokakunin* (confirmation).

Teineigo is polite language, is characterized by (1) the use of the verb ending *~masu*, (2) nouns and adjectives end with copula *~desu*. The use of *teineigo* has nothing to do with increasing or decreasing speech. *Futsugo* is a form of informal language used when speech is addressed to people who are close, such as family members, there is no social distance, and their age and position are below the speakers. *Futsugo* is translated as ordinary language, meaning that the language does not have an element of respect.

2.2 RESEARCH METHOD

This research is a qualitative descriptive study, with a phenomenological approach (Creswell:2013). This Study to see the phenomenon of the use of Japanese speech acts in verbal communication in hotels, then analysed with the concept of politeness.

The research data is in the form of conversations between hotel staff in Bali and Japanese guests which have been transcribed and translated into Indonesian. Data was taken for 3 months. 22 conversation data were obtained. with purposive sampling technique, the data used in this study were taken from 5 conversation data representing conversations in the front office department and Guest Relation Officer who have high intensity of communicating with hotel guests.

Conversation data were analysed in terms of the type of speech, function and level of politeness. Speech act theory from Searle (1969) focused on illocutionary speech acts consisting of (a) assertive (representative), (b) directive, (c) expressive, (d) commissive, and (e) declarative. The theory of politeness from Brown & Levinson (1987) which puts forward the act of face diving. Language

politeness concerns a person's ability to keep his speech from threatening the face of the interlocutor, communication runs harmoniously, and pleases the speech participants. Brown & Levinson (1987) identified four politeness strategies to guard against threats. The four strategies are (1) bald-on record strategy (without strategy), (2) positive politeness strategy (familiarity strategy), (3) negative politeness strategy (formal politeness strategy), (4) off- record politeness strategy (indirect or disguised strategy).

III FINDINGS AND DISCUSSION

In this section, we will review the conversation to find out the types of speech acts that are often used in hotel guest services. As a sample, 5 conversation data were taken from 22 conversation data.

3.1 SPEECH ACT ANALYSIS

The following conversation data were analysed in terms of types of speech, direct speech or indirect speech, mode/form of sentences, and speech act functions, likes (1) expressive, (2) directive, (3) commissive, (4) declaration and (5) assertive (representative), then analysed with politeness theory.

Data. 1

Topic: pick up the guests in Bali Airport

Interactants:

AR: Airport Representative (53 years old/ male)

Guest: husband and wife (45 years old)

Situation: airport pick-up in the afternoon

AR: 今日は、(a) すみません。田中様でしょうか(b)

Konnichiwa. Sumimasen- Tanaka sama-deshou- ka?

Good evening. Sorry, are you Mr.Tanaka?

Guest: はい

Hai

Yes, I am.

AR: フォシーズンホテルのお客様でしょうか(c)

Four Seasons hoteru- no- okyakusama- deshou ka?

Are you the guest of the Four seasons hotel?

Guest: はい

Hai

Yes, I am.

AR: バリへいらっしゃいませ(d)

Bali- e- irasshai-mase.

Welcome to Bali.

This speech incident occurred at Ngurah Rai airport in Bali. When the Airport Representative (AR) staff carries out the task of picking up hotel guests. AR staff before confirming the guest's identity, greet first with (a) Konnichiwa "good afternoon". Speech (a) is a declarative sentence or a statement sentence, not a question sentence, and not a command sentence. If viewed from its function, then speech (a) has an expressive function.

Speech (b and c) is an interrogative sentence. When viewed from the sentence structure, the utterances (b and c) are in the form of interrogative sentences. The purpose of the utterance is to ask questions, namely to ask the name of the guest and the hotel where the guest is staying. So the utterances (b and c) are direct sentences because the mode is in the form of interrogative sentences, the meaning is also to ask questions. Judging from its function, utterances (b and c) have a directive function, namely asking for the identity of the guest. The sentence (d) "welcome to Bali" is a declarative sentence, which is a sentence structure that shows a statement. Judging from its function, then speech (d) has an expressive function.

Data 2

Topic: check-in

Interactants:

FO: Front Office 24 years old/male

Guest: 2 persons (25 years old/female)

Situation: FO staff handle the guest check-in process

Guest: チェックインしたいんですが

chekkuin shitain desu ga.....

I want to check in

FO: かしこまりました。お名前をお願いします(a)

kashikomarimashita. Onamae o onegaishimasu.

All Right. What is your name?

Guest: 湯子宮沢です。

Yuko Miyazawa desu.

FO: ご予約のお客様ですか(b)

Goyoyaku nookyakusama desuka?

Are you a reserved guest?

Guest: はい、今日から三泊です

hai, kyoo-kara- sanpaku- desu.

Yes, from today three nights

FO: 少々お待ちください(c)

Shooshoo – omachi- kudasai.

Please wait a moment.

大変お待たせしました。(d)

Taihen- omataseshimashita.

I'm sorry for waiting.

湯子宮沢さまですね。(e)

Yuko Miyazawa- sama- desu- ne.

Mrs. Yuko Miyazawa, is it right?

Guest: はい、そうです

hai, soo desu.

Yes, It's right.

FO: 今日から三泊シングル一部屋ですね(f)

Kyoo- kara- sampaku, singuru- hitoheya-desu-ne.

From today three-night, single room. Is it right?

Guest: ええ

ee

yes.

Seen as a whole, the conversation above uses direct sentences. The sentence mode in speech (a and b) is in the form of interrogative sentences with the meaning to ask questions, namely asking for room reservations and guest names. The rest of the FO staff confirmed the ordering data more, so the suffix "ne" was widely used as a sign of affirmation, as in the utterances of (e and f). This is done by the FO staff so that there are no mistakes in handling room reservations. When viewed from its function, speech

(e and f) has a directive function, namely, the FO staff confirms guest order data. The effect of this utterance is the answer "hai (yes) or iie (no)" from the guest.

Data 3

Topic: repeater guests greet hotel staff, after a long time no see

Interactants:

GRO: Female/ 26 years old

Guest: Female / 55 years old (repeater many times)

Situation: afternoon, in the hotel lobby

Guest: エミさん やっと戻ってきたよ。お久しぶりね

EM san- yatto - modottekita yo. Ohisashiburi- ne

EM, Finally I can come here again. Long time no see you

GRO: ご無沙汰しております。お元気ですか

Gobusatashiteorimasu. Ogenki-desu- ka? (a)

Yes, long time no see. How are you?

Guest: 一年ぶりだね

Ichi nen - buri - da- ne

It's been a year huh (don't seen each other)

GRO: そうですね。一年早いですね

Soo desu ne- 1 nen - hayai - desu- ne (b)

Yes, that's right, it doesn't feel like a year is fast.

お荷物大丈夫ですか。

Onimotsu- daijoubu- desu-ka? (c)

Do we need help with your luggage?

お部屋のほうまで送ります

Oheya-no- hou- made- okurimasu. (d)

We will take you to the room.

Guest: そうだね、よろしくね

Soo dane, yoroshikune

Oh yes, please

GRO: こちらこそ、よろしくお願ひします

Kochirakoso, yoroshiku onegaishimasu (e)

You're welcome. Thank you

This conversation took place in the hotel lobby. The repeater guest greeted the hotel staff he knew with the words "EM san yatto modottekita yo. Ohisashiburi-ne. It means "EM, finally, I can come here again. Long time no see you." This staff responded by saying (a) Gobusatashiteorimasu. How are you?". It means "Long time no see you. How are you?". Speech (a) seen from the mode is a question sentence that is spoken directly. Judging from its function, it is an expressive speech act. The statement (b) "Yes, that's right, it doesn't feel like a year is fast, right", Judging from the mode, it is a declarative sentence, with an assertive function. Speech (c) "Do we need to help with your luggage?", is an interrogative sentence, a directive function. Speech (d) "We will deliver to the room", is a declarative sentence, with an assertive function. Statement (e) "You're welcome. Thank you", is a declarative sentence, an expressive function. Overall, the speech in data 3 uses direct speech.

Data 4

Topic: Bellboy escorts guests to their room

Interactants:

BB: Bellboy 22 years old/male

Guest: 2 Female (25 years old)

Situation: in the hotel lobby, the bellboy will escort guests to their rooms

BB: お部屋までご案内します。

Oheya- made- goannai shimasu. (a)

We will escort you to the room.

お客様のお部屋は4階です

Okyakusama no oheya wa 4kai desu. (b)

Your room is on floor4.

どうぞこちらへ

Doozo- kochira- e (c)

This way, please

Guest: はい

hai

ok.

Speech (a) is a declarative sentence. Judging from its function, speech (a) has an assertive function, namely to tell. Speech (b) is also a declarative sentence with an assertive function, namely in the form of an explanation that the guest room is on the fourth floor.

Speech (c) "doozo kochira e" which means 'this way please'. The sentence mode is an imperative sentence, the meaning is also under the sentence mode, which is to command. So speech (c) is a type of direct sentence. In terms of function, speech (c) has a directive function, asking guests to follow the bellboy's directions.

Data 5

Topic: order a taxi to the airport

Interactants:

GRO: 47 years old/ male

Guest: 2 female (25 ~ 27 years old)

Situation: in the morning, after the guest has a break first.

GRO: 三十分ぐらいで。お部屋が1322で、明日の10時

Sanjuppun gurai de. Oheya ga 1322 de, ashita no 10 ji (a)

It takes about 30 minutes. Room no 1322, tomorrow at 10

Guest: はい

Hai

Yes

GRO: 一台の車で15万ルピアで、よろしいでしょうか？

ichidai no kuruma de 15 man rupia de, yoroshii deshou ka? (b)

The cost for 1 vehicle, is 150,000 rupiah, would you please?

Guest: はい、大丈夫です。

hai daijoubu desu.

Yes, that's okay.

GRO: お支払いはお部屋のチャージで、よろしいでしょうか

oshiharai wa oheya no chaaji de, yoroshii deshou ka? (c)

the payment is combined with the room fee, please?

Guest: 大丈夫です

daijoubu desu.

It doesn't matter.

(GRO calls the hotel transport officer to order a taxi)

GRO: じゃ、明日のタクシーをご確認しましたで、

jya, ashita no takushi ga gokakunin shimashita de,

OK, we've ordered a taxi for tomorrow.

明日の朝9時半にあそこの玄関で起こしていただければ

ashita no asa 9 ji han ni asoko no genkan de okoshi itadakereba (d)

if you like please wait at the door over there at 9:30 am

Guest: ああ、はい

aa.. hai

yes fine

GRO: お部屋番号教えていただければ大丈夫です。

oheya bango oshiete itadakereba daijoubu desu. (e)

just mention the room number.

Guest: ああ、ありがとうございます

aa .. arigatoo gozaimasu.

Okay, thank you.

Overall, the speech in this conversation is direct. Speech (a) is a declarative sentence. Intended to ensure guest data and orders. Speech (a) has an assertive function. Speech (b, c) in the form of interrogative sentences, intended to ask questions. There is a harmony between the mode and the meaning of the sentence. Utterances (b and c) are direct sentences. Judging from the speech function, this sentence has a directive function. In contrast to speech (d and e) in the form of declarative sentences, namely a statement. But it is intended to "order" subtly. In speech (d and e), the speech form changes to an indirect form. This is done as an effort by GRO staff to keep guests' faces from changing the type of speech, from the form of an order to a form statement.

3.2 PERCENTAGE OF TYPES OF SPEECH ACTS IN HOSPITALITY SERVICES

To find out the types of speech acts, modes, and functions of speech acts that are often used in hospitality services, a table is made below. From this table it is also known the type of Japanese language used by hotel staff, polite or impolite.

Table 1. Percentage of Types of Speech Acts

No	Dialog	Direct speech/indirect speech	Form (mode)	Function	VJ	Speech Acts
1	1a	Direct	Declarative (1)	Expressive (1)	T	Konnichiwa (Good afternoon)
2	1b	Direct	Interrogative(1)	Directive (1)	s	Sumimasen, Tanaka sama deshou- ka? (Excuse me, Are you Mr. Tanaka?)
3	1c	Direct	Interrogative(2)	Directive (2)	s	Four Seasons hoteru- no- okyakusama- deshou ka?(Are you a guest hotel at Four Seasons?)

4	1d	Direct	Declarative (2)	Expressive (2)	s	Bali e irasshaimase (Welcome to Bali)
5	2a	Direct	Declarative (3)	Expressive (3)	s	Padma hoteru e irassaimase (Welcome to the hotel Padma)
6	2b	Direct	Imperative(1)	Directive (3)	K	Onamae o onegaishimasu (please your name)
7	2c	Direct	Interrogative(3)	Directive (4)	S	Goyoyaku no okyaku sama desu ka? (Have you made a reservation?)
8	2d	Direct	Imperative(2)	Directive (5)	S	Shosho omachi kudasai (Please wait a moment)
9	2e	Direct	Declarative (4)	Expressive (4)	K	Omatase shimashita (Sorry to keep you waiting)
10	2f	Direct	Interrogative(4)	Directive (6)	S	Yuko Miyazawa sama desu ne. (Miss. Yuko Miyazawa, its right?)
11	2g	Direct	Interrogative(5)	Directive(7)	S	Singuru hito heya desune (one single room , its right?)
12	2h	Direct	Interrogative(6)	Directive(8)	S	Goshupatsubi wa 15 nichi desu ne. (departure date is 15th, its right?)
13	3a	Direct	Interrogative(7)	Expressive (5)	S	Gobusatashiteorimasu. How are you? (Yeah, long time no see, How are you?)
14	3b	Direct	Declarative(5)	Expressive(6)	S	Soo desu ne- 1 nen - hayai - desune (That's right, it doesn't feel like a year is fast.
15	3c	Direct	Interrogative(8)	Directive (9)	S	Onimotsu- daijoubu- desu-ka? (Do we need help with your luggage?)
16	3d	Direct	Declarative(6)	Assertive (1)	S	Oheya-no- hou- made-okurimasu. (We will take you to the room)
17	3e	Direct	Declarative(7)	Expressive (7)	S	Onimotsu- daijoubu- desu-ka? (Do we need help with your luggage?)
18	4a	Direct	Declarative(8)	Assertive (2)	S	Oheya- made- goannai shimasu. (We will escort you to the

						room)
19	4b	Direct	Declarative(9)	Assertive(3)	S	Okyakusama no oheya wa 4kai desu. (Your room is on floor 4)
20	4 c	Direct	Imperative(3)	Directive(10)	S	Oheya-no-hou-made-okurimasu. (We will take you to the room.)
21	5a	Direct	Declarative(10)	Assertive(4)	T	Doa wa jido rokku desu. (The door is automatic)
22	5b	Direct	Imperative(4)	Directive(11)	S	Kochirakoso,yoroshiku onegaishimasu (You're welcome. Thank you)
23	5c	Direct	Interrogative(9)	Directive (12)	S	Oheya made goannai shimasu. (we deliver to the room)
24	5d	Direct	Imperative(5)	Directive (13)	S	Okyakusama no oheya wa 4kai desu. (your room is on the 4th floor)
25	5e	Direct	Imperative(6)	Directive (14)	S	Doozo kochira e (this way please)
26	6 b	Direct	Interrogative(10)	Directive(15)	S	Doa ga jidorokku desu. (automatic door)
27	6 c	Direct	Interrogative(11)	Directive(16)	S	Odekake no toki wa kanarazu omochi Kudasai. (when you go out, make sure to take the key with you)
28	6d	Direct	Declarative(11)	Assertive(5)	S	Hoka ni goyoo ga gozaimasu ka? (is there any other requirement)
29	6e	Indirect	Declarative(12)	Directive(17)	S	Okomari no toki, enryonaku naisen "o"ban made odenwa Kudasai (When you encounter a problem, don't hesitate to call o)
30	6f	Direct	Declarative(13)	Assertive(6)	S	Doozo goyukkuri (have a good rest)
31	7a	Direct	Declarative(14)	Expressive(8)	S	ichidai no kuruma de 15 man rupia de, yoroshii deshou ka? (will you, one vehicle, the cost is 150,000 rupiah?)
32	7b	Direct	Interrogative(12)	Expressive (9)	S	oshiharai wa oheya no chaaji de, yoroshii deshou ka? (would you please, the payment is included in the

						room fee?)
33	7c	Indirect	Declarative (15)	Directive(18)	K	oheya no koto gokakunin sasete itadaketai to omoimasu ga (Allow me to confirm your room)
34	7d	Indirect	Interrogative(13)	Directive(19)	S	jya, ashita no takushi ga gokakunin shimashita de (well, order a taxi for tomorrow, it's ok)
35	7e	Direct	Interrogative(14)	Directive(20)	T	Daijoubu desu ka? (Are you okay?)\
36	7f	direct	Interrogative(15)	Directive (21)	F	ashita no asa 9 ji han ni (tomorrow at 9:30)
37	7g	Direct	Interrogative(16)	Directive(22)	K	asoko no genkan de okoshi itadakereba (if you wish to waiting at the door)
38	7h	Direct	Declarative(16)	Directive (23)	S	Reizooko- wa- chotto- warm-to- iu- koto- de (the fridge is a bit warm)
39	7i	direct	Declarative(17)	Assertive(7)	S	Kashikomarimashita. (Yes, I understand)
40	7j	Direct	Declarative(18)	commissive(1)	K	Atode – uchi- no –sutaffu- nigokakunin- itashimasu- node (I will confirm with our staff later)
41	7k	Indirect	Declarative(19)	Directive (24)	S	Moshi- nanika- hoka - no- mondai-ga- gozaimashitara, (If there is another problem)
42	7l	Direct	Declarative(20)	Assertive (8)	K	Watashi- ga- furonto- ni- orimasunode-okoshi- itadakereba (Because I was at the front desk. If you wish to come....)
43	7m	Direct	Declarative(21)	Assertive (9)	K	Sore- dake- gokakunin- itashimasu-node- That's all I want to confirm

44	7n	Direct	Declarative(22)	Expressive(10)		Sorosoro shitsure itashimasu-Gotanoshimi-doozo (Alright, It's almost time for me to go. Have a good time).
45	8a	Direct	Declarative(23)	Expressive (11)	T	ohayo gozaimasu Good morning..
46	8b	Direct	Declarative(24)	Expressive (12)	S	Hai, kashikomarimashita. (okay)
47	8c	Direct	Imperative(7)	Directive (25)	K	Ruumu- nambaa- onegaishimasu. (Please give me your room number.
48	8d	Direct	Declarative(25)	assertive (10)	S	Kochira- ga- oshiharai- no- gaku- ni narimasu. (Here are the payment details)
49	8e	Direct	Imperative(8)	Directive (26)	K	ruumu- nambaa to- onamae- kakunin- onegaishimasu. (Please double check your room number and name
50	8f	Direct	Declarative(26)	assertive (11)	K	hai, kono nedan to saabisuryo wa mada fukumareteorimasen (Yes, this price does not include tax & service.
51	8g	Direct	Interrogative(17)	Directive(27)	S	oshiharai-wa-genkin-desu-ka,kurejittokaado-de-yoroshii-desu-ka? Is the payment by cash or by credit card?
52	8h	Direct	Declarative(27)	assertive (12)	K	Kaado- o -oazukarishimasu. (I borrowed the card for a while
53	8i	Direct	Imperative(9)	Directive (28)	K	Pin – o- onegaishimasu. please the PIN
54	8j	Direct	Declarative(28)	Expressive (13)	T	Arigatoo gozaimashita. (Thank you)
55	8k	Direct	Declarative(29)	Expressive (14)	K	Mata no goriyoo omachishite orimasu. (We look forward to welcoming you again).

Information:

VJ: Variety of Japanese

T: Teineigo ((usual formal language)

S: Songkeigo (honorific language)

K: Kenjyogo (humility language)

F: Futsugo (daily language)

From the table above, it is known that the number of speech acts are 55. The direct speech is 52 and indirect speech is 3. The number of declarative sentences are 29 sentences (52,7%), interrogative sentence are 17 (30,9%), imperative sentence are 9 (16,4%), directive speech act are 28 (50,9%), expressive speech acts are 14 sentences (25,4%), Assertive speech act are 12 sentences (21,8 %), Commissive speech act is 1 (1,8 %).

3.3 DISCUSSION

From table 1, it is known that in hospitality services, direct speech is more often used than indirect speech. Speech acts of directive and expressive functions are speech acts that often appear in service conversations with hotel guests. According to Searle (1969) a directive speech act is a form of speech act that makes the speech partner do something for what the speaker is saying. Examples such as advice, orders, questions, requests, allow. The verbs used to represent these speech acts include ordering, asking, confirming, ordering, giving instructions, advising, suggesting, forbidding and inviting.

Expressive speech acts have the function of expressing, revealing, or informing the speaker's psychological attitude. such as: congratulating, saying thank you, apologizing, expecting, feeling sympathy, and praising.

When compared with Nursyifa's research (2021) regarding the activities of South Korean domestic tour guides in video blogs on the Giljab YouTube channel, it was found that there are similarities and differences. The similarity is that directive speech acts are the dominant speech acts in tour guide activities and hotel guest services. While the difference is that in hotel services, apart from directive speech acts, expressive speech acts also often appear. 50.9% directive speech acts, 25.4% expressive speech acts.

Expressive speech acts in the data of this study have the meaning of (1) expressions of greeting and warm welcome, (2) thank you, (3) excuse me, (4) sorry, (5) ask news or start a conversation, and (5) pay attention to visitor.

Directive speech acts in this study have the meaning of (1) asking, (2) begging, (3) inviting and (4) confirming. Meanwhile, in Nursyifa's research (2021) it means "to ask".

In terms of form, directive speech acts in this study were mostly conveyed in the form of interrogative sentences (60%), imperative sentences (28%) and declarative sentences (12%). This fact shows that hotel staff use more interrogative and imperative mode of speech. If you pay attention, this is in accordance with the requirements in service to hotel guests. Such as asking the identity of guests, offering assistance, confirming guest needs and so on. Guests as service users are the main focus of service in the hospitality industry. Ensuring that the needs of guests have really been conveyed properly, so that sentences in the interrogative and imperative modes are used more in service to hotel guests. With these two sentence modes it is felt to be very effective in creating clear communication and not creating ambiguous meanings.

From the data at table 1, we know that directive speech acts are more widely used in services to hotel guests. If you pay attention to work patterns in hospitality, the main thing is to maintain guest satisfaction. so that staff at the hotel are required to appear friendly, charming, skilled and nimble in providing services to guests. Fast service accompanied by clear communication is needed in handling hotel guests so that directive speech acts are more widely applied in hospitality services.

When viewed from the concept of politeness, directive speech acts uttered directly by hotel staff have the opportunity to threaten the guest's face. For this reason, a face-saving strategy (politeness strategy) is needed. According to Brown & Levinson (1987) based on the face threat weight of the speech actor (especially the face of the interlocutor), the speaker chooses a speaking strategy, directly or indirectly, subtly, negative politeness strategy or positive politeness strategy. The choice of speech strategy depends on the threat weight of the speech partner's face. If the face threat weight is low, the direct speaking strategy tends to be chosen. Vice versa if the face threat weight is high, then the indirect speaking strategy tends to be used. As in data 5 (speech d), Guest Relations Officer (GRO) staff use imperative sentences with indirect speech "asoko no genkan de okoshi itadakereba...." which means "if you are willing to wait at the gate there..."

From the six conversational data above, several politeness markers were found, namely modalities (1) *onegaishimasu* (please), (2) *~renyookei+kudasai* (please), (3) *~itadakemasen ka?* (would you please), (4) *~itadakereba* (if you please), (5) *~deshou ka?* (whether), (6) *~gozaimasu ka?* (is there) (7)

~ *yoroshii deshou ka?* (do you mind?), (8) prefix *o* or *go* + objects belonging to guests, such as *oheya* (your room), (9) the greeting "*Okyaku sama*" which means "Sir/Madam/Miss",

If you look at the structure of the sentence, the verb "*onegai shimasu*" and the verb "*renyookei+kudasai*" are imperative sentences, that is, there is an element of commanding. Judging from the variety of Japanese, the *onegaishimasu* modality is a form of *kenjyogo*, to express respect for the speaker by means of the speaker using self-deprecating speech. Likewise, the verb *renyokei + kudasai* is a form of *kenjyogo*. Thus, it can be said that these two modalities are forms of polite speech because seen from the variety of language used, they are a variety of *keigo* forms of *kejyogo* (humble style). Even though it is in the form of direct speech, because this modality is in the form of *keigo*, the rank of imposition is not too high, so it does not pose a face-threatening risk to Japanese guests or hotel staff. Therefore, it can also be said that directive acts that often appear in hotel services are included in the polite category.

This finding can be used as a reference for the hotel, for example in order to order and beg to the guests, "*onegaishimasu*" modality and "*renyookei+kudasai*" verbs can be used. In terms of service practicality, this modality meets the criteria, namely short speech (because it is spoken directly). In terms of politeness, it is proven by the form of *songkeigo* (humble style), so it is relatively safe to be applied as the language of hospitality services.

IV CONCLUSION

Based on the results of data analysis, it is known that in hotel services in Bali, more directive and expressive speech acts are used. Expressive speech acts in the data of this study have the meaning of (1) expressions of greeting and warm welcome, (2) thank you, (3) excuse me, (4) sorry, (5) ask news or start a conversation, and (5) pay attention to the guest. Meanwhile directive speech acts have the meaning of (1) asking, (2) begging, (3) inviting and (4) confirming. Meanwhile, in Nursyifa's research (2021) it means "to ask".

Viewed from the principle of politeness, directive speech acts conveyed directly by hotel staff have the opportunity to threaten the face of Japanese guests. However, the conversation data in this study shows that all of the hotel staff's utterances are of the *keigo* variety, which is *teineigo* (usual formal language). So that it is relatively safe and polite to use to communicate with Japanese guests.

Considering that in hotel guest service, body posture is also part of politeness, this element needs to be studied further. Moreover, Japan is a country that uses a lot of non-verbal language as part of maintaining politeness and harmonious communication. It is hoped that this research can be part of efforts to improve service language for Japanese guests and increase Japanese guest satisfaction so as to attract potential Japanese tourists to visit and stay in Bali.

REFERENCES

References

- Azizia, F. & Meisa, W. (2021). Japanese Apology Expressions by Javanese and Sundanese Speakers. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, 5(2), 497-504.
- Arfanti, R. Dara, M., Pujiono. (2023) Japanese Women Language Politeness in Communication Interview: Sociolinguistic Study. *Eralingua: Jurnal Pendidikan*. 7(2), 473-483.
- Astami. (2021). Japanese Netizens' Expressive Speech Acts' Expression Realm towards Prime Minister Shinzo Abe's Resignation. *Lingua Cultura*, 15(2), 145-153.
- Apriastuti. (2017). *Bentuk, Fungsi dan Jenis Tindak Tutur dalam Komunikasi Siswa di Kelas IX Unggulan SMP PGRI 3 Denpasar*. (Thesis). Denpasar: Universitas Udayana Bali.
- Brown, P. & Levinson, S. (1978). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2013). *Research Design (Pendekatan Kualitatif, Kuantitatif dan Mixed) Edisi Revisi*. Yogyakarta: Pustaka Pelajar.
- Citra, L. W. (2020). The Speech Act of Complaining in Japanese Anime. *JAPANEDU*, 5(1), 82-95.
- Dessari. (2021). Politeness in Japanese Prohibition Speech Act. *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)*. 595, pp. 715-721. Atlantis Press.
- Elita. (2019). Politeness in Fuman Hyoumei Speech Act of Japanese in Informal Situation. *Proceeding of the 13th International conference on Malaysia-Indonesia Relation*, 82-85. Poland: Sciendo.

- Ghaisani. (2021). Politeness Strategy in Speech Act of Giving Advice in Japanese. *Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE)*. 471-476. Bandung: Atlantis Press.
- Giyatmi. (2021). Speech act Found in English Tourism Slogans Use in Indonesia. *Journal of Pragmatics Research*, 3(1), 70-85.
- Hani, S., Haristiani, N., Widiyanti, S. (2023) Politeness Strategies Used by Japanese and Indonesian Speakers on social media. *Chi'e: Jurnal Pendidikan Bahasa Jepang*, 11(2)
- Hirabayashi, Y. & Hama, Y. (1988). *Japanese For Foreigners: Honorifics*. Tokyo: Kabushiki Kaisha.
- Hermawan, E., & Faizal. (2018). *Pengantar Manajemen Hospitality*. Bandung: PT Nasya Expanding.
- Ide, S. (1982). Japanese Sociolinguistics Politeness and Women Language. *Lingua*, 57, 357- 385. North Holand Publishing Company.
- Kusumarini, I. (2021). Is Futsugo can be Acceptable in Hotel Services? A Case Study of Hotel in Bali. *International Journal of Linguistics, Literature and Translation*, 4(1) 79- 93
- Kusumarini, I. (2021). Politeness Strategy in Japanese Hotel Staff in Bali. *The International Journal of Language and Cultural*, 3(1), 9-28
- Kusumarini, I. (2022). Pemarkah Kesantunan Linguistik Tuturan Bahasa Jepang Staf Hotel di Bali. *LACULTOUR: Journal of Language and Cultural Tourism*.
- Kabaya, H. (2009). *Keigo Hyougen*. Tokyo: Taishukan.
- Kaneko, H. (2014). *Nihongo Keigo Toreeninggu*. Tokyo: PT Ask.in Japanese.
- Kartika. (2019). Analysis Of Apologies Speech Act in Japanese and English: Contrastive Pragmatics. *Giap Journal*, 245-255.
- Khalmurzaeva. (2022). Explicit Politeness and Forms of Its Manifestation in Speech Acts of Japanese Business Discourse. *Journal of Positive School Psychology*, 6(7).
- Matsumoto, Y. (1988). Reexamination of the Universality of Face: Politeness Phenomena in Japanese. *Journal of Pragmatics*, 12, North-Holland: Elsevier Science Publishers B.V.
- Nursyifa, C. J. (2021). *Tindak Tutur Lokusi dan Ilokusi Pemandu Wisata Domestik Korea Selatan dalam Video Blog di Kanal Youtube Giljab* (Thesis). Universitas Pendidikan Indonesia.
- Pramesti, P. D. M. (2019). Shift of Politeness Strategy made by The Indonesian Caregivers in Japan. *International Journal of Linguistics, Literature and Translation*, 2(1). 245-255.
- Rashid, A. (2021). The Use of Japanese Language Directive Speech Acts by Malaysian Tour Guide. *Journal of Nusantara Studies*, 6(2), 358-378.
- Searle, J. (1969). *Speech Acts an Essay in The Philosophy of language*. Oxford: Basil Blackwell.
- Sujatno. (2007). *Front Office Operations Secret Receptionist Skills for 5 Stars Hotels*. Yogyakarta: Andi.
- Simpen, I W. (2008). *Kesantunan Berbahasa pada Penutur bahasa Kambera di Sumba Timur*. (Dissertation). Denpasar. Universitas Udayana Bali.
- Sulastiyono, A. (2011). *Manajemen Penyelenggaraan Hotel*. Bandung: Alfabeta.
- Syahadatina. (2020). The Comparison between the Politeness Strategy in the Command Directive Speech Acts and Request in the Email Japanese Business. *International Journal for Educational and Vocational Studies*, 2(2).
- Suparno, T. (2019). *Tindak Tutur Ekspresi Makna Memuji dalam Anime Haikyuu: Kajian Pragmatik* (Undergraduate Thesis). Semarang: Diponegoro University.
- Tsujimura, T. (1991). *Keigo Ronkou (Theoris of Keigo)*. Japan.
- Three A Corporation. (1994). *Shin Nihongo No Kiso II*. Shoei Bldg, 6-3, Surugaku-cho, 2-chome, Chiyoda-ku, Tokyo 101. Japan. ISBN 4-88319-008-0 C0081
- Wahyuni. (2020). Tindak tutur direktif pegawai Kelurahan Dalam Pelayanan Masyarakat di Kelurahan Tamalanrea Indah Kota Makassar. *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora*, 1(11) 90-98.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.
- Yuniastuti, R, & Sepni, R. N, (2019) Aizuchi: Politeness Strategy in Japanese Conversa-tion. *Proceeding of the 13th International Conference on Malaysia-Indonesia Relations (PAHMI)* (pp.41-46)

EXPLORING STUDENTS' PREFERENCES IN USING PLATFORM FOR ENGLISH LEARNING: LMS OR WHATSAPP GROUP

Ahmad Burhanuddin, Eros Meilina Sofa

UIN K.H Abdurrahman Wahid Pekalongan, Indonesia

ahmad.burhanuddin@uingusdur.ac.id, erosmeilinaashofa@uingusdur.ac.id

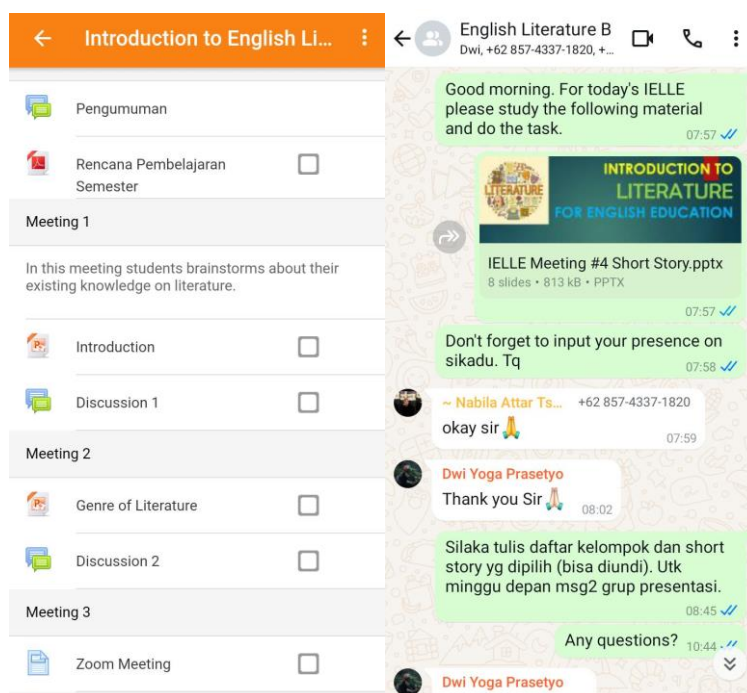
Abstract

This qualitative study investigates two questions: (1) factors that lead to the tendency of students to use WhatsApp Groups compared to LMS E-Learning at UIN K.H Abdurrahman Wahid Pekalongan? (2) What features do students like on WhatsApp Groups in online learning. This research involved 100 students of the English Department UIN K.H Abdurrahman Wahid Pekalongan? The research findings reveal that (1) Students choose to use WhatsApp (WA) over the Learning Management System (LMS), because WA provides more convenience in terms of ease of access, interaction and communication, ease of navigation, learning experience and motivation, and better understanding of the material. (2) The features in WA that are liked by students are the auto-login feature, text and audio messages that facilitate interaction with friends or lecturers, where this feature cannot be found in the LMS and that WA is easier to use. In the eyes of students, the data security factor is still of less concern than the convenience and speed, which indicating the lack of awareness towards digital security.

Keywords: *online learning, learning management system, WhatsApp*

I INTRODUCTION

With the development of technology and the dense mobility of society at this time, more and more institutions or educational institutions are utilizing e-learning of the Learning Management System (LMS) platforms provided by the UIN K.H Abdurrahman Wahid Pekalongan campus is Moodle-based E-learning. This platform is able to accommodate the various needs of teachers or lecturers as well as students in learning. With the complete features or menus available on this platform, both lecturers and students are able to save the files they need. Moreover, lecturers are able to set deadlines for collecting assignments and monitoring student activity. In addition, students do not have to download a specific application to access this platform, so they can simply open their browser, which means saving space on their mobile phone.



Picture 1. Screenshot of LMS System of UIN K.H Abdurrahman Wahid Pekalongan and WhatsApp Group

However, the facts on the ground show that students seem more active when distance learning is carried out using WhatsApp (WA) media. A preliminary study revealed that most students choose to use WhatsApp groups compared to other platforms such as E-learning, Google Classroom, Google Meet, Zoom, and so on. Hamad (2017) stated that the utility of WhatsApp enabled teachers and students to create a space for both communication and learning since it is currently the most frequently used app. Not only is it affordable and easy to use, WhatsApp is always connected to students and teachers as they always bring and keep in touch with their phones. In addition to that, Susanti and Tarmuji (2016) stated that WhatsApp provides useful as well as flexible functionalities including for messaging, calling, and other media transmission such as photos, videos, audios (voice notes), documents, links, etc.

Research by Agung Tri Wibowo (2014) shows that LMS is user-friendly and relatively more attractive, for example in terms of appearance. In addition, the use of this LMS is more cost-effective. In terms of material delivery, it is quite acceptable to students and effective in increasing student understanding, but for character development it is not very effective. Esteban and Díez-Arcón (2021) in their research found that students prefer to interact on the Facebook Group platform than the LMS provided by the campus. Students feel more satisfied in learning when involved in group discussions and they did not feel lonely which encouraged them to participate more actively in the learning process.

Despite the design of the current LMS which allows students to interact with others, for example in chats, forums, chats, or groups, the teachers still control dominantly the classrooms. Therefore, it is important to design a system which provides “less-controlled” spaces that are not arranged by the teacher. Thus, there will be more active interaction among students as well as the teachers. Martin Mabeifam Ujakpa (2015) in his research revealed that the teaching and learning that used WhatsApp as the media increased teacher-student interactions and between students and students. Besides, the use of WA also increases students' interest in the subjects delivered where students and teachers can communicate more flexibly and include humour.

Based on the research results of Chokri Barhoumi (2015), teachers used the WhatsApp application only to support the learning activities in blended classes in which both face-to-face learning and mobile learning were employed. It was revealed that WhatsApp was considered to be useful for learning in blended classrooms. The students, surprisingly, preferred using WhatsApp over face-to-face and discussions in the classrooms because anything written or said by the students or teachers will be read by other members of the class.

Jasrial (2019) in his research found that the WhatsApp application is useful to support the English learning and teaching process. The use of WhatsApp gives students the opportunity to hone the communication English skills, such as asking questions, giving opinions, etc., for free. Also, it is able to create a better relationship between students and teachers, allowing them to become better individuals in socializing. In addition, teachers can stay connected with students and allow students to get help and support at any time. their learning process. From the studies above, it was revealed that the utility of WhatsApp for online learning gives positive benefits for both the students and teachers. On the other hand, the LMS is designed have advantages to assist distance learning. Meanwhile, data in the field shows that students choose to use WhatsApp instead of the LMS provided by the campus. Therefore, we consider it necessary to investigate student perceptions of these two platforms, as an effort to find common ground so that students can get the best learning media, especially for distance learning (online).

Learning Media is an introduction or intermediary, namely as an introduction to messages from the sender to the receiver (Suprihatin in Kuncahyono, 2017: 774). Learning media is an intermediary that helps teachers in delivering the material to students, and thus the learning objectives can be achieved (Wulandari, 2018: 78). Meanwhile, according to Sanjaya (YEAR-OF-SANJAYA, in Haryono, 2015: 47) learning media as tools and materials can be used to help and achieve material in the learning process. Learning media is any tool used to transfer the learning material from the resource to students which results in conducive environment where the receiver can perform the learning process effectively and efficiently (Arsyhar, 2020:8).

Learning media is also defined as a tool used in conveying messages, stimulating the ideas and feelings of students in the learning process, so that it can encourage a deliberate, purposeful and resolved learning process. 2015:48). According to Sutikno (2013, in Haryono, 2015:48) media can be interpreted as a tool to obtain knowledge, insights, or information during the interaction between teachers and students. In short, learning media is a anything used to send information, stimulate ideas and feelings, attract the students' attention and motivation to study.

The application of technology in English Language Teaching (CALL/Computer Assisted Language Learning; TELL/Technology Enhanced Language Learning; MALL/Mobile Assisted Language Learning) is very important to note, especially for teachers and prospective teachers who in preparing and using the most appropriate media in their classrooms. In the midst of the many choices and the unstoppable development of advanced technology, teachers/lecturers must be able to choose the right media to be used in the classroom. At least there are currently two platforms of choice: WhatsApp as the most popular communication medium today, and LMS which is specifically designed for online learning medium. Therefore, this research attempted to reveal students' perceptions on the utility of WhatsApp and E-learning (Learning Management System) at UIN K.H Abdurrahman Wahid Pekalongan as educational resources to support their learning process. This research allowed us to find information regarding the use of WA as a comparison with the LMS at UIN K.H Abdurrahman Wahid Pekalongan itself from the point of view of the students of the learning subjects.

II MATERIALS AND METHOD

2.1 ONLINE LEARNING

Due to the needs for online-based learning, technology and communication that use internet has been widely used in schools. Mustofa (2019:153) stated that online learning is one of the learning methods which is carried out through the internet. Despite the media, the main principle of online learning emphasizes the interaction between students and teachers as well as the learning activities. Thus, the online learning is not merely giving instruction to do certain tasks to students. According to Munawar (2013) in Padjar, et al (2019) the design of online learning systems refers to several principles such as: 1) The learning process should be easy to follow and simple; 2) The learning process should allow participants to be independent; 3) The system must provide fast accessibility in the process of obtaining the information.

Meanwhile, according to another opinion, Rusman (2011) there are two main principles in online learning. The first one is interaction. In this principle, the participants should be allowed to interact with others either students or teachers. This feature is what distinguishes online learning from computer-based learning. In this case, the students or teachers do not interact with machines, instead they communicate with people even though they are separated by time or place. Therefore, the interaction can create a relationship between the teachers and students and can help one another during the process. The second principle of online learning is usability. This means that the online-based learning should be easily used by both teachers and students and do not pose difficulties for the users in terms of the learning process or in navigating the features.

2.2 LEARNING MANAGEMENT SYSTEM

Learning Management System or widely known as LMS is a program specifically designed for online learning process by mostly using the internet as its medium of access (Ellis, 2009). According to Fernando Alonso, et al (2008) in Prasajo, Riyanto (2011): Learning management systems use certain applications which provide online classroom environment. Meanwhile, according to Riyadi (2010) Learning Management System is a web-based software designed as a space to store and display learning materials and manage the entire process of learning activities and outcomes.

According to Riyadi (2010) LMS has the following features: 1) Administration, namely information related to the teaching and learning process: goals and objectives, syllabus, learning methods, learning schedules, assignments, exam times, reading lists, teacher/lecturer profiles, and so on; 2) Learning materials and reference sources: modules, ebooks, presentation materials, sample questions, online journal articles; 3) Assessment; 4) Online exam and feedback collection; 5) Communication: discussion forums, email lists, discussions and conversations.

2.3 WHATSAPP

WhatsApp is now among frequently used applications for communication along with other platforms such as Facebook, BBM, Instagram, Line, Skype, and so on. Speroff (2016) revealed that WhatsApp is a messaging application used to communicate with other people easily and quickly. WhatsApp comes from the phrase "What's up" which is a greeting word in asking for news. Although in 2014 WhatsApp merged with Facebook, it operates separately as an application focused on fast and easy messaging. WhatsApp was created to stay connected and communicate anytime and anywhere. Initially designed for iPhone users, WhatsApp application is now also available for Android phones.

The WhatsApp application can be used to communicate among those who have the application on their smartphones. WhatsApp is popular for its stability of the connection. As a learning medium, this WhatsApp application has the following advantages. 1) WhatsApp group: teachers and students can discuss and share ideas. 2) WhatsApp allows educators to be creative by providing materials or assignments. 3) Educators and students can easily send or answer the work in the comment sections (chat group), pictures, audios, videos or other files related to learning. 4) Learning is environmentally friendly because it does not use paper. 5) One solution to deliver learning outside the classroom.

2.4 DIGITAL LITERACY/DIGITAL COMPETENCE

According to Paul Gilster (in 1997) in his book “Digital Literacy”, digital literacy is the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers”. Therefore, it can be said that digital literacy is the ability to use various forms of information provided in computers.

Prayogi and Aesthetics (2019) classify digital competence into several types: ability to obtain information, ability to communicate in digital forms, ability to create digital information, ability to protect from digital hazards, and ability to use technology for learning. In the end, both teachers and students are expected to use the technology for learning as well as be aware of its potential positive and negative impacts.

Digital literacy competencies that must be possessed by students cannot be separated from the global need of 21st century skills other skills known as 4Cs (critical thinking, creative thinking, communication, collaboration, and problem solving). The abundance of information in the current digital era requires students to be able to choose quality data or information. They also should be able to objectively assess information, and stay up-to-date. This critical thinking skill is one of the fundamental abilities in 21st century as students should be able to access, interpret, analyse, and evaluate information.

2.5 RESEARCH DESIGN AND DATA COLLECTION

As field research, this study was conducted in the place where the phenomena being investigated occur with the aim of solving practical problems in society. Using quantitative approach this study provides descriptive statistics data in the form of written or spoken words and observations. To obtain the data Google form questionnaires were used. The questions asked consisted of aspects of accessibility, assignment, discussion, interaction, and providing feedback. The answers from these participants were then mapped and classified for later analysis to find answers to research questions. The participants were 100 students of the English Language Tadrīs Study Program at UIN K.H Abdurrahman Wahid Pekalongan from 3 different batches, namely 2018, 2019, and 2020. These participants were selected because they had attended online lectures, especially in the pandemic period (early 2020 to late 2021) where lectures are mostly carried out using online learning media including LMS, WhatsApp, or Zoom.

The data collection mainly used questionnaire. All the answers from the participants were collected to be analysed. The data analysis technique used is the Miles and Huberman model, which is as follows: 1) Data Collection (data collection): at this stage the students answered a number of questions contained in the questionnaire via Google Form; 2) Data Reduction (data selection): at this stage the answers in the Google Form are recapitulated to be further sorted based on the pre-defined classification to get a certain pattern. The data that has been sorted is then presented through a descriptive narrative description; 3) Conclusion Drawing/Verification: at this stage conclusions will be drawn and verification in order to answer the problem formulation.

III RESULT AND DISCUSSION

3.1 THE STUDENTS’ PREFERENCE TO CHOOSE WHATSAPP AS LEARNING MEDIA

The questionnaire distributed to students consisted of 15 questions covering identity and aspects of using the E-learning and WhatsApp Learning Management System (LMS) as follows: easy, cost required, ease of uploading and downloading files, ease of interacting and communicating, ease of providing discussion material, ease of giving feedback, understanding the material, learning experience, and motivation to learn complex sentences. Most of this result can also be a result of how the fact that larger number of users are using it – hence, the majority effect; i.e., less and less people use Microsoft Edge compared to google, since more and more people used google, so more and more database are accumulated in google – people will say that edge do not have sufficient database, although it comes as

a result of the initial majority of users preferences (not just because of technical reasoning). Regardless of the reasons above, here are the results of the survey of 50 participants.

Table 1. Student's Preferences in Using Learning Media

No	Variable	WhatsApp		LMS	
		Number	Percentage	Number	Percentage
1	Ease of access	45	90.4%	5	9.6%
2	Ease of interacting and communicating	50	100%	0	0%
3	Ease of providing discussion materials	45	90.4%	5	9.6%
4	Comprehension of material	45	90.4%	5	9.6%
5	Ease of uploading and downloading files	44	89%	6	11%
6	Ease of giving feedback	43	87%	7	13%
7	Learning experience	41	83%	9	17%
8	Motivation to learn	38	77%	12	23%
9	Cost required	6	11%	44	89%

3.2 WA FEATURES THAT STUDENTS PREFER COMPARED TO LMS IN ONLINE ENGLISH LEARNING

The questionnaire also provides general questions regarding the advantages and disadvantages of LMS and WA according to students. The results obtained are as follows.

Table 2. Advantages and Disadvantages of Using Learning Media

No.	Media	Advantages	Disadvantages
1.	WhatsApp	1. WhatsApp is easier for students to access, because they don't need to login first to access it	1. Materials stored on WhatsApp are prone to loss, because they are affected by capacity memory on device
		2. WhatsApp is a quota-friendly application.	2. There is a maximum file size limit that can be uploaded on WhatsApp
		3. WhatsApp is easier for students to operate, because they are more used to using this application	3. Messages or instructions from lecturers that are sometimes piled up by other messages
		4. WhatsApp is more able to accommodate discussions between students	4. Assignment mixed with other messages
2.	Learning Media System (LMS)	1. LMS has an assignment collection feature that is more accessible and more adequate for students	1. Sometimes I forget my password to login
		2. Data that has been stored in the LMS is safer and can be accessed at any time.	2. LMS too many features and scattered
		3. More organized and neatly arranged	3. There is no voice note feature so the lecturer cannot explain verbally

3.3 FACTORS FOR STUDENTS CHOOSING WA OVER LMS FOR ONLINE LEARNING

From the data it appears that the majority of them prefer WhatsApp Group over the LMS e-learning platform. The data collected is the perception of students. Perception is one of the psychological factors that need attention and deepening one's perception is a very difficult task because one's perception is different. According to Sarlito Wirawan Sarwono, perception occurs for several reasons, including one's expectations of the stimuli that arise and the persistent needs of a person will affect the person's perception.

3.3.1 EASE OF ACCESS

From the data obtained, 45 of 50 students (90.4%) chose WA and 5 students (9.6%) chose LMS in terms of ease of access. This is quite reasonable because the WA application is designed to be opened without having to log in every time. These are the main reasons why students prefer WA over LMS. According to Munawar (2013) in Padjar, et al (2019) the process of the application in gathering material must not take a long time. In using learning media, the ease of operating the learning media is the most important thing for anyone who uses it. A digital application will not be able to simplify and support the learning process, if the application is difficult to operate, either because it has too many features or because it is too complicated to access the features or facilities in the application. It is different with WA, when opening the LMS students are required to log in by entering their username and password. Although designed for security, in fact this actually hampers the speed of access to the application.

3.3.2 INTERACTION AND COMMUNICATION BETWEEN STUDENTS AND LECTURERS

From the data obtained, 100 percent of students choose WA in terms of ease of interaction and communication. Thus, despite the fact that the LMS is specifically designed as an online learning medium, the students considered it not to meet the need for interaction and communication. In fact, online learning should accommodate all the learning practices including good interaction and not merely for giving learning tasks to students. Meanwhile, WA, which is specifically designed as a chat application, allows its users (in this case students and teachers) to establish communication quickly and easily, including discussions that are indispensable in a learning process.

According to Rusman (2011) the main principle in online learning is the interaction in the learning environment. In this case, the interaction means the role of participants-participants in speaking and participants – instructors. There is a gap between online learning and computer-based one-way learning (Computer-Based Instruction) based on interaction concept. Online learning emphasizes that people conduct communication with other people (not machines), although they are in different places. Giving feedback from lecturers can also be done quickly and easily, without students having to wait long. Therefore, interaction can provide a content connection, besides the connection among people, which enables them to understand the topic of discussion.

In WA application, students can immediately respond to conversations or questions submitted in the group. They simply type and press the “send” button to be able to participate in the discussion, without having to open other features or menus in the application. Of course, this is different from when they use LMS, where the discussion feature is separate from the material feature, which requires students to open the two features in turn to be able to discuss learning materials.

3.3.3 EASE OF NAVIGATION INSTRUCTIONS

Another discovery is related to the navigation aspect, in this case the process for uploading and downloading materials or tasks. A total of 89% of students chose WA and 11% chose LMS. This is quite reasonable because in these two applications there are differences in how to upload and download files, especially in terms of placement. On the WA application, the file upload feature is easily accessible while the position LMS and instructions for uploading are more complicated. Likewise for the download feature, where WA allows users to download directly as soon as the message/task is uploaded by the lecturer, while in LMS students have to find the position of the file. According to Rusman (2011), usability covers two kinds of elements, namely consistency and simplicity, to minimize difficulties in the learning process and in navigating content (materials and other learning activities). The aspect that students like the most is the ease of downloading assignments given by the lecturer, both material and other instructions. Students can immediately see the instructions as well as the required assignment attachments quickly without having to move pages or search in certain locations.

Likewise, when students want to submit assignments, they can easily and quickly attach them without having to look elsewhere, which sometimes runs the risk of failing to send. This is a very strong

reason why students prefer WA over LMS, where instruction is sometimes inaccessible to students, so students cannot fulfill the expected assignments. However, this probably happens because either the lecturers do not know and want to learn how to use the LMS (e.g., making explicit, descriptive instruction in the Assignment feature), or the students do not want to learn how to use the LMS.

3.3.4 LEARNING EXPERIENCE AND MOTIVATION

Regarding the learning experience and students' perceived motivation, 83% of students reported positive experiences when using WA compared to 17% when using LMS, and 77% learning motivation when using WA and 23% when using LMS. This is influenced by one of the factors of restrictions. In this case WA is preferred because there are no system restrictions compared to LMS which has a task collection deadline feature. Even if there are deadlines, they are still applied "manually" by the teachers, giving students more opportunity to submit their works beyond the deadlines. According to Munawar (2013) in Padjar, et al (2019) the design of an online learning system must be personally created to avoid dependence in among users. The use of WA is not tied to other parties, except in the case of certain group settings, such as the deactivation of the message function by the administrator. Under normal conditions, each student can access all class materials and activities without restrictions.

It is different with LMS where there are many certain settings that sometimes prevent students from accessing certain files or instructions. Not infrequently there are cases where students cannot access questions because of limited time, or it has not been set to be accessed by students. This of course will disturb and even make students uncomfortable to study. However, there must be a reason why this is the case. Two typical scenarios that could happen include: 1) students need to do certain assignment before they can access certain materials (just to ensure that they do the assignment; 2) the deadline of files/instructions has passed the generous limit given to the students (because students can be ignorant).

3.3.5 LESSON MATERIAL UNDERSTANDING

An aspect that is no less important is related to the understanding level of students' material. From the data obtained, 90.4% of students admitted to getting a better understanding of the lessons when using WA compared to LMS which was only chosen by 9.6% of students. This can be associated with one of the functions of digital literacy where students can quickly carry out the knowledge assembly process where they can obtain various information obtained from various internet sources that need to be assembled into valid knowledge. When the information obtained flows quickly and easily, the knowledge gained by students can be more completed and comprehensive. When students can interact quickly with their friends and lecturers, this will help achieve 21st century skills, namely the 4Cs: creative thinking (creative thinking), critical thinking and problem solving (critical thinking and problem solving), communication (communication), and collaboration (collaborate).

3.3.6 FEATURES THAT MADE STUDENTS PREFER WA OVER LMS

Learning Management System (LMS) at UIN K.H. Abdurrahman Wahid Pekalongan has various features that are intended for learning. Users of this application, including students, recognize that the features in the LMS have their respective roles which are able to sort out which ones are included in discussions, collecting assignments, uploading videos, submitting questions via private messages, etc. The completeness of these features allows users to be able to maximize the learning process and make it easier for lecturers to sort out student assignments, so that task organization becomes neater.

Wiragunawan (2022) in his research revealed that LMS has the following features which is more complete than any other application, because the function of the LMS is to facilitate the learning process. although in reality, students in UIN K.H. Abdurrahman Wahid Pekalongan prefer to use the WhatsApp application which has several advantages over this complete application. In addition, LMS is also able to store data for a long time and the data is stored neatly depending on the period or semester the learning process takes place. This of course makes LMS a trusted application in data storage and learning materials (Wiragunawan: 2022).

However, the availability of various complete features in the LMS does not guarantee that users, in this case students, are more comfortable using this application. The more features, the more complicated the operation will be. Students need to get used to being able to operate and optimize these features, which of course must be in accordance with the function of each feature. This is an obstacle for students in operating this application. Students are used to prefer things that are simple and easy for them to use, not things or applications that they think are more complicated. Forcing the use of applications that

students find complicated will make them need more time to access materials and the learning process. the time they spend studying and fiddling with the application may be enough to learn a subject matter.

On the other hand, WhatsApp uses the principle of one window for all access which makes it easy for its users to access all information in the group by simply opening the chat room of the group. WhatsApp is able to facilitate students well in conveying messages in their groups. This further emphasizes that WhatsApp is able to facilitate its users in achieving the purpose of the communication they establish in the group.

Based on the data obtained, of the many features in WA, the following features are preferred by students in the implementation of learning.

3.3.6.1 Text and audio messages (voice note)

The main feature of the WA application is that it is very easy and fast to send messages to many people so that students like it for learning, where this feature is not found in LMS. Coupled with the voice note feature that allows students to send audio messages quickly and easily when text messages are considered inadequate. According to Rusman (2011) the main principle in online learning is the interaction in the learning environment. In this case, the interaction means the role of participants-participants in speaking and participants – instructors. There is a gap between online learning and computer-based one-way learning (Computer-Based Instruction) based on interaction concept. Online learning emphasizes that people conduct communication with other people (not machines), although they are in different places. This feature is the selling point of WA compared to LMS, which in the end makes students as users prefer to use WA rather than LMS for learning.

3.3.6.2 Auto login feature

With this feature students can quickly access the latest messages without having to login. This WA application is designed to be opened without having to log in every time. These are the main reasons why students prefer WA over LMS. According to Munawar (2013) in Padjar, et al (2019) the application must not take a long time in collecting material or giving response.

3.3.6.3 Quick attachment

With this feature, students can quickly and easily upload/attach or download assignments/materials with various types of files such as images, documents, PDFs, power points, videos, and so on. This is also in accordance with the opinion of Munawar (2013) in Padjar, et al. (2019) the application must not take a long time in collecting material or giving response. Although the LMS also has this feature, its position sometimes still takes time to access, and has the potential to fail to send.

However, with all the conveniences that WhatsApp offers to its users, there are some shortcomings that are found and felt by students. Among these shortcomings are: 1) Materials stored on WhatsApp are prone to loss, because they are affected by the memory capacity on the device; 2) There is a maximum file size limit that can be uploaded on WhatsApp; 3) Messages or instructions from lecturers that are sometimes piled up by other messages; and 4) Assignment mixed with other messages. These are exactly why WhatsApp is a strange app to use for learning, yet the data showed that the students preferred to use it over LMS.

In terms of functionality, LMS actually has advantages in terms of security and consistency. Where the LMS features class management and file management that is more structured and consistent. However, in the eyes of students, this advantage has not been able to attract students' interest and they still prefer WA for learning. This could be due to the lack of student digital literacy. According to Prayogi and Aesthetics (2019) several forms of digital competence cover: information communication educational content creation and security.

IV CONCLUSION

This study revealed that students choose to use WhatsApp over the Learning Management System (LMS) because WA provides more convenience in terms of ease of access, interaction and communication, ease of navigation, learning experience and motivation, and better understanding of the material. The features in WA that are liked by students are the auto-login feature, text and audio messages that facilitate interaction with friends or lecturers, where this feature is not found in the LMS or easier to use. Thus, in the eyes of students, the data security factor is still less considered than the convenience and speed. This shows that there is still a lack of digital literacy related to digital security.

Upon the result of the study students are expected to increase awareness of the importance of digital security. Teachers/lecturers are expected to prioritize interaction in learning, especially online learning. Also, LMS developers are expected to improve aspects of convenience and speed. Further researchers can examine similar topics in different perspectives, for example from the point of view of the teacher or lecturer.

REFERENCES

- Barhoumi, Chokri. (2015). The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management. *Contemporary Educational Technology*, 2015, 6(3), 221-238
- Ellis, Ryann K. (2009). Field Guide to Learning Management Systems, ASTD Learning Circuits. within reach for language teachers. *International Association for Language Learning Technology*, 45(1), 1-22.
- Fattah, S. F. E. S. A. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 6(32), 116-127.
- Hamad, M. M. (2017). Using WhatsApp to enhance students' learning of English languagemExperience to Share. *Higher Education Studies*, 7(4), 74-87. <http://doi.org/10.5539/hes.v7n4p74>.
- Irwanto (2002). *Psikologi Umum*. (Buku Panduan mahasiswa), (Jakarta: PT. Prehallindo, 2002), hlm. 71.
- Lindaman, D & Nolan, D. (2015). Mobile-assisted language learning: application development projects. *IALLT Journal of Language Learning Technologies*
- Jasrial, Dedi. (2019). Utilizing Whatsapp Application for Teaching English Language: Why and How? *International Seminar and Annual Meeting BKS-PTN Wilayah Barat*, 1(1)
- Noor Aisyah, Fauziah (2019). *Students' perceptions Toward Using Whatsapp Messenger in Learning English* (Doctoral Dissertation, Universitas Siliwangi).
- Purandina, I. P. Y. (2021). Whatsapp Sebagai Solusi Keterbatasan Interaksi Guru Dengan Anak Didik Pada Saat Pandemi Covid-19 Di Tk Tunas Mekar Desa Tegaljadi. *Widyacarya: Jurnal Pendidikan, Agama dan Budaya*, 5(1), 1-11.
- Raharja, Setya, (2010). *Model Pembelajaran Berbasis LMS (Learning Management System) Dengan Pengembangan Software Moodle (Modular Object-Oriented Dynamic Learning Environment) Di SMAN Kota Yogyakarta Daerah Istimewa Yogyakarta*. Laporan Penelitian Hibah Bersaing Perguruan Tinggi Tahun Anggaran 2010
- Riyadi. (2010). *LMS (Learning Management System)*. Citing Internet sources URL: <http://riyadi2405.wordpress.com/2010/04/25/lms-learning-management-system/>
- Susanti, A & Tarmuji, A. (2016). Techniques of Optimizing Whatsapp as an Instructional Tool for Teaching EFL Writing in Indonesian Senior High Schools. *International Journal on Studies in English Language and Literature*, 4(10), 26-31.
- Taj, I. H., Sultan, N. B., Sipra, M. A., & Ahmad, W. (2016). Impact of Mobile Assisted Language Learning (MALL) on EFL: Meta-analysis. *Advances in Language and Literacy Studies*, 7(2), 76- 83. <http://dx.doi.org/10.7575/aiac.all.v.7n.2p.76>.
- Trisnani, T. (2017). Pemanfaatan Whatsapp Sebagai Media Komunikasi dan Kepuasan Dalam Penyampaian Pesan Dikalangan Tokoh Masyarakat. *Jurnal Komunika: Jurnal Komunikasi, Media dan Informatika*, 6(3), 1-12.
- Ujakpa, Martin Mabeifam. (2018). Using WhatsApp to Support Communication in Teaching and Learning in *IST-Africa 2018 Conference Proceedings*, Paul Cunningham and Miriam Cunningham (Eds). IIMC International Information Management Corporation.
- Vázquez-Cano, Esteban and Paz Díez-Arcón. (2021). Facebook or LMS in Distance Education? Why University Students Prefer to Interact in Facebook Groups. *International Review of Research in Open and Distributed Learning*, 22(3).
- Wahyuni, S., & Febianti, K. (2019). The use of WhatsApp group discussion to improve students' writing achievement. *Indonesian Educational Administration and Leadership Journal*, 1(1), 45-51. Retrieved from <https://onlinejournal.unja.ac.id/IDEAL/article/view/7601>
- Wibowo, Agung Tri. (2014). Pengembangan LMS (Learning Management System) Berbasis Web untuk Mengukur Pemahaman Konsep dan Karakter Siswa. *Scientific Journal of Informatics*, 1(2). Universitas Negeri Semarang.

- Wiragunawan, I. G. N. (2022). Pemanfaatan Learning Management System (LMS) Dalam Pengelolaan Pembelajaran Daring Pada Satuan Pendidikan. *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi*, 2(1), 82-89.
- Yoedo, Sambodo, (2020). Faktor Yang Mempengaruhi Persepsi Khalayak Mahasiswa Pendetang UGM Terhadap Siaran Pawartos Ngayogyakarta Jogja TV. *Jurnal Al Azhar Indonesia*, 1(2).

PAIRED SAMPLE T-TEST ON ENGLISH-INDONESIAN TRANSLATION BY EFL STUDENTS BEFORE AND AFTER KNOWING TRANSLATION PROCESS

Made Dharma Susena Suyasa

Universitas Pendidikan Ganesha, Indonesia

dharma.susenas@gmail.com

Abstract

Translation studies on translation quality should not be limited to the level of the product-oriented; it can also be associated with the translator, who simultaneously represents an outcome of the translation training. This study connected applied translation studies, particularly translation training, with descriptive translation studies oriented toward the product. The research aimed to identify the differences in students' abilities in translating English-Indonesian texts before and after they acquire knowledge about the translation process applied with a task-based teaching method adapted from Silva and Fernandes (2016). The subjects in this study were 19 students taking a translation course. Data collection involved pretest and post-test scores on English-Indonesian text by the EFL students. The pretest scores were taken from (Suyasa et al., 2023). The post-test scores were taken by providing translation tests from English into Indonesian after giving the translation process model by Bell (1991). The translation results were then scored based on Larson's theory (1989) with the assistance of two translation experts based on the rubrics provided. The scores of the students' translations, which served as the data in this study, were then analysed quantitatively. The translation scores before and after implementing the task-based teaching method were analysed using the t-test statistical method to find out the significance level of knowing the translation process model in improving EFL student translation competence. The t-test analysis results showed that the sig. (2-tailed) value was 0.00. This value was smaller than the critical value (0.05). Therefore, it can be concluded that translation process knowledge given using the task-based teaching method is an effective approach for improving students' knowledge of the translation process model, which in turn boosts their translation competence.

Keywords: translation competence, translation process, t-test analysis

I INTRODUCTION

The development of science, knowledge, and technology has increasingly positioned translation as a crucial activity in global communication. However, the close association of translation with two different languages gives rise to an assumption that individuals who are good at two languages can certainly serve as translators in the international communication process (cf. Gerding-Salas, 2000: 4, and Nababan, 2007; 2008). This assumption is not unfounded because fundamentally, the act of translation can only be carried out by someone proficient in the two languages involved in the translation process.

Translation experts, however, concur that translation is not merely about replacing the language of a text with another language (Nida and Taber, 1974; Vermeer, 1987; Hatim and Mason, 1997; Bell, 1998). Generally, language is used to wrap up a message or idea. Translation should serve as a bridge that connects an idea or message from the speaker or writer, packaged in their language, to the listener or reader through a language they understand. Therefore, what is translated is not the language itself but the ideas or messages conveyed through that language. However, in expressing messages contained in a language's usage and conveying those messages in another language, various issues may arise, such as linguistic, social, and cultural problems. Problems in translation that are not handled well by the translator will undoubtedly impact the quality of the translation.

Concerning the quality of translation, Taryadi (2005), based on his research findings, reveals that many translations in Indonesia lack quality. The low quality of translation can be attributed to several intrinsic factors of the translators. These include negligence in maintaining the coherence of the relationship between sentences in the target text, carelessness in recognizing structural differences of the source text, a lack of awareness of the nuanced application of word meanings, and an overly casual approach to assessing semantic similarities. Such findings underscore the necessity for translators to consider various dimensions beyond the languages involved in the translation process. Specifically, it is imperative to implement a robust methodology for interpreting the message inherent in the source text, as well as an effective strategy for conveying that message in the translation product.

Marjohan (2012) conducted a study focused on evaluating the equivalence of nominal phrases in scientific texts translated from English to Indonesian. The results of the study showed that, overall, the equivalence of nominal phrases in the research data was well done. However, the study uncovered several errors made by the translators. These errors were said to be "possibly" caused by an incomplete understanding of the meaning of polysemous words, a lack of effort in finding appropriate equivalents in Indonesian for cognate words, and insufficient attention to the alignment of words, which was also partly due to the improper application of the literal translation technique. Based on this statement, it is clear that although the focus of the study was on the quality of the translation, it also touched upon the cognitive aspects of the translator's process, which contributed to errors in the translation of several nominal phrases in the text that served as the data source for the study. However, the effort to link the cognitive aspects of the translators in the translation process in order to produce a translation product remains speculative.

An indication that translation education within the country has not attained satisfactory outcomes is shown by low translation qualities. This suggests a need for a critical evaluation of pedagogical approaches and curricular frameworks employed in translation training programs. In this regard, Silva and Fernandes (2016) propose that the task-based teaching method can be applied in translation education. Based on their study, they argue that the task-based teaching method can improve learners' critical thinking skills. Wongranu (2016) conducted research about translation errors made by language students at his university. He discovered that these errors were largely due to the students' insufficient proficiency in the languages they were translating. He, however, also identified an improper approach used by the students, namely read-and-translate procedure. This implies that the students also didn't know proper processes to do during the translation practice. Furthermore, Suyasa et al. (2023) demonstrate through their research that the knowledge of translation processes in students' cognitive processes obtained during the intervention instruction of translation tasks can enhance students' translation scores.

However, no study mentioned in this area explicitly delineate the extent to which the knowledge of the translation process can effectively enhance translation competence. This lack of specificity warrants further investigation to quantify the impact of translation process knowledge applied using task-based method on the development of EFL students' translation competence. Thus, three questions are worth considering in this research, namely: (1) what are the translation scores of students, which reflect their translation competence, prior to the implementation of the task-based translation teaching method; (2) how do the translation scores of students, which serve as indicators of their translation competence, reflect the effectiveness of task-based teaching method following its implementation; (3) to what extent does the implementation of the task-based method in translation training influence the translation scores that reflect the translation competence of the students.

Thus, the first analysis will show a baseline for understanding students' proficiency levels in translation before the introduction of this pedagogical approach. The second analysis will assess the correlation between the pedagogical approach and the resultant proficiency levels in translation, thereby providing insight into the method's impact on student performance. Then, the third analysis will elucidate the relationship between the pedagogical approach and the enhancement of translation skills, thereby providing a framework for assessing the method's overall effectiveness in improving student performance in translation tasks.

II MATERIALS AND METHODS

Suyasa et al. (2022) stated that the awareness of translation process theory is an important instrument in the production of an appropriate target text. It means that a comprehensive understanding of translation process theory will enable translators to navigate the complexities of languages involved in the translation practice effectively so that translators will be able to facilitate the creation of target text that accurately conveys the intended meaning of the source text without ignoring the convention of target language structures. In short, the awareness of translation process theory fosters a more informed approach to translation practice, which in turn enhances the quality of the translation.

It was also shown in Suyasa et al. (2022) that English as a Foreign Language (EFL) students who were unaware of translation theory got lower scores than those who showed a good awareness of translation theory. Then, Suyasa et al. (2023) also showed significant improvements in the cognitive process of EFL students throughout the translation process after they received instruction in translation theory regarding the translation process model. This intervention appears to have enhanced the students' ability to engage with and apply relevant theoretical concepts.

Based on that, this study utilized the scores of translations obtained from the previous research conducted by Suyasa et al. (2022) as the pre-test data. In this case, this study selected the nineteen translation scores out of 27 students. Whereas, the translation scores of the students after they got the knowledge of translation process theory applied using task-based method were gained by giving the students translation tests. Before the tests, the students were taught translation theory about the translation process. In this case they were encouraged to two-phase models of translation processes, namely the analysis phase and the synthesis phase (c.f. Nida, 1974; Bell, 1991; and Nord, 1991). The task-based teaching method was applied during the intervention, namely the analysis task and the synthesis task. In the analysis task, they were asked to analyze the text given before translating the text. In this phase, they were encouraged to find out the semantic representation of text. Then their findings were discussed in the class. The translation task was conducted simultaneously with the synthesis task. Student agency (see Pietrzak & Kornacki, 2021; and Davies, 2021) was considered during the sessions. In this case, the students were asked to translate the same texts used by Suyasa et al. (2022). The texts were two English texts listed in Alexander (1975). The texts are both informative texts which consist of 10 – 13 sentences. In this study, the tests were conducted in two separate days. The students were given 90 minutes to complete the tests respectively. During the tests, the student agency concept was also implemented.

Then, two translation experts were asked to assess the student translations to reduce bias. In terms of translation quality, translation experts generally agree that the assessment of translation quality can be viewed from various perspectives. For example, Larson (1989) proposes three criteria which include accuracy, clarity, and naturalness of the translation. Accuracy refers to the conveyance of the meaning contained in the source text in the target text. Clarity is achieved when the grammar and style of the target text do not feel awkward in the target language. Naturalness refers to the relationship between linguistic form and the acceptability of that linguistic form. For example, translating the English sentence *'you made the mistake again'* into *'dia melakukan kesalahan itu lagi'* in the Indonesian language is considered an inaccurate translation. It is because the word *'you'* in English is used to address the second person, whereas *'dia'* in the Indonesian language is used for the third person.

A translation is deemed natural if the grammar or style in the translation does not feel odd in the target language. For instance, translating the English phrase *'red car'* into *'merah mobil'* in Indonesian would be deemed unnatural because the word order does not conform to the grammatical rules in the Indonesian language. This translation, however, can be understood with the help of a particular context by the target language readers with an effort. It means that the meaning of the source text can still be inferred. Another example is shown by translating the word *'you'* into *'kamu'*. Although it can be said as an accurate translation, in a particular context, the word *'kamu'* will be deemed unnatural by the target language readers.

Meanwhile, a translation can be considered clear if the reader of the target language can easily understand it. Sometimes an accurate and natural translation is not necessarily clear. For example, the phrase *'oak tree'* which is translated into *'pohon ek'* in the Indonesian language is regarded as unclear because some Indonesian readers never see the tree. Thus, some information should be added to the translation to make it clear. In addition, inaccuracies and unnaturalness in translation, as mentioned earlier, will undoubtedly impact the clarity of the translation. In short, a good translation should not only be accurate but also be natural and readily understandable by the target readers.

Larson (1989), however, did not provide detailed examples for assessing each criterion. The specific scores for accuracy, naturalness, and clarity are also not available in the explanation. This, seemingly, gives rise to an opportunity for researchers to develop the assessment further on these three criteria, as done in this study. Based on the statements, the author has developed an assessment of translation quality using a scale of 1-10. Although there are some sets of scales, such as the 1-3 scale, 1-5 scale, and 1-7 scale, the choice of the 1-10 scale was based on Marzano's (2006) argument, namely "measurement theory tells us that the more values a scale have, the more precise the measurement". Thus, the use of the 1-10 scale is to give more information related to the translation quality by the students.

The scale is formulated as follows: (1) the source text is not translated; (2) the meanings/messages of the source text are not conveyed; the structure of the target language is unnatural; the sentence are difficult to understand; (3) some meanings/messages of the source text is not conveyed; the structure in the target language is natural; the translation can be understood; (4) some meanings/messages in the source text are not conveyed; the structure in the target language is unnatural; the translation is difficult to understand; (5) some meanings/messages in the source text are not conveyed; the structure in the

target language is less natural; requires effort to understand the target text; (5) some meanings/messages in the source text are not conveyed; the structure in the target language is natural; requires effort to understand the target text; (6) some meanings and messages in the source text are not conveyed; the structure in the target language is less natural; the translation can be understood with effort; (7) some meanings and messages are not conveyed; the structure in the target language is natural; the translation can be understood with effort; (8) the meaning and message in the source text are conveyed; some structures are less natural in the target language; the translation can be understood with an effort; (10) the meanings/messages are conveyed; the structure is natural; the translation is easily understood. Thus, the translation experts were asked to follow the ten-scale rubric proposed by the writer in assessing the student translation products. Subsequently, the results of the assessment were calculated to derive the average scores. The average scores of the translation assessment serve as the post-test data for this study.

Afterward, the analysis proceeded with the quantitative method, namely t-test analysis. It was conducted to compare the translation scores before and after the implementation of the task-based teaching method to determine the effectiveness of the method on students' translation abilities. This analysis was to examine the mean differences between two sets of data, whether independent or paired (Abbott, 2011; Walker, 2014; Bevans, 2020). In this research, the analysis used was a paired sample t-test, which involves two sets of data obtained from the same sample - namely, the pretest and post-test scores. The analysis was conducted using the SPSS software version 2.6. In this study, the hypotheses tested are:

H₀: The task-based teaching method is not effective in improving students' translation abilities

H_a: The task-based teaching method is an effective approach to improve students' translation abilities

Then, the decision-making process is based on comparing the significance level with the critical value of 0.05. If the significance level is ≤ 0.05 , H₀ (null hypothesis) is rejected, and H_a (alternative hypothesis) is accepted. Conversely, if the significance level is ≥ 0.05 , H₀ is accepted, and H_a is rejected.

III RESULTS AND DISCUSSION

As mentioned previously, this study focuses on the extent to which the translation process knowledge can improve the ability of EFL students to translate English texts into Indonesian texts. To find out this inquiry, the scores of EFL students in English-Indonesian translation should be compared. As stated, the pretest scores were extracted from Suyasa et al. (2022). Meanwhile, to avoid bias, the post-test scores were collected by asking two translation experts to assess the translation of EFL students. The translation products by the EFL students were scored by two translation experts with the ten-scale rubric listed previously. In this case, the scoring was applied sentence by sentence without ignoring the coherence of the whole text. Then, each sentence scoring of each translation product by the EFL student was calculated to find out the average that served as the final score of each translation product. The collected final scores of each translation product by the EFL students gained from two translation experts were then calculated to find out the average that served as the data in this study.

To make it clear, all of the translation scores, which had been averaged, of the EFL student translation products before and after the intervention using the task-based teaching method are presented in Table 1. As seen in Table 1, the first column shows student numbering as well as the number of students participating in this research. The second column in Table 1 shows the translation scores of the students before the implementation of the task-based teaching method. Meanwhile, the translation scores of students after the implementation of the task-based method, focusing on the translation theory relating to translation processes model proposed by Bell (1991), can be seen in the third column of Table 1. In short, this table provides a comprehensive overview of the EFL students' performance on translation skills, providing a comparative analysis of students' translation competence across the two assessment phases.

Regarding the first question in this study, EFL students' translation competence prior to the implementation of the task-based teaching method was still far from appropriate. The predominant scores were below 70. It indicates that students' proficiency levels in translation before the introduction of this pedagogical approach were relatively low. This finding underscores the necessity for targeted instructional strategies to enhance translation competence among the students. Generally speaking,

based on the ten-scale rubric explained previously, it can be said that most of the translation products by the EFL students show inaccuracy in translation in which some meanings and messages in the source text are not conveyed in the target text. The translation products of the EFL students also show that the structure in the target language is less natural. It makes the translation can be understood with some efforts. The scores also show some problems in the clarity of the translation products by the EFL students.

Table 1. Pretest and Post-test Scores

Subject	Pre-test score	Post-test score
1	66	77
2	72	76
3	68	77
4	68	70
5	75	76
6	57	75
7	78	79
8	64	74
9	71	76
10	68	73
11	62	74
12	75	80
13	60	70
14	65	70
15	65	75
16	65	75
17	60	70
18	65	75
19	60	75

An example that supports the given statement can be seen in the translation of the sentence “*But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten*” to be “*Tetapi orang pertama yang seperti kita hidup begitu lama dengan kisah mereka, jika ada, dilupakan*” and “*Tetapi orang pertama yang seperti kita hidup sejak dahulu kala sehingga kisah-kisah mereka, jika ada, dilupakan*”. The two translation products showed that the target text conveyed a different meaning from the source text. In this case, the word “*lived*” in the source text was translated literally in the target text, namely “*hidup*”. This translation conveyed different meanings. The past form used in the source text shows that the event has completely finished in the past, meanwhile, the meaning of the translation entails an event which has incompletely occurred. Thus, the meaning of the translation shows that “*the first people who were like ourselves*” are still alive till now. In short, the two translations

were inaccurate. In relation to naturalness, the two translations were also unnatural because they followed the order of the source text. The target readers will need some efforts to understand the phrase “*jika ada*” because there was no clear element relating to the thing being talked. Thus, the translation was not only unnatural but also unclear.

Regarding the second question in this study, EFL students’ translation competence after some intervention instruction conducted using the task-based teaching method showed some improvements. The students were able to obtain scores higher than 70. It indicates a good impact on students’ proficiency levels in translation after the introduction of this pedagogical approach. Based on the rubric given, it can be said that there were some un conveyed meanings and messages of the source text in the target text. The occurrences of un conveyed meanings and messages, however, were less frequent compared to the translations by the EFL students before the intervention. The translations also show that the structures in the target language were more natural so the target readers will need less effort to understand the translation. The clarity of the translations by the EFL students also showed some improvement. It is shown by translating the sentence “*But the first people who were like ourselves lived so long ago that even their sagas, if they had any, are forgotten*” to be “*Tetapi orang pertama yang seperti kita sudah tiada sejak dahulu kala sehingga kisah-kisah mereka, jika ada, dilupakan*”. It is shown that the word “*lived*” in the source text was translated with the antonym in the target text. This kind of translation conveyed the meaning of the source text in the target text. Although the translation showed some improvement, it seems that there are still some problems related to naturalness and clarity. Actually, the possible translation the sentence can be “*Tetapi orang pertama yang seperti kita sudah tiada sejak dahulu kala sehingga kisah mereka sudah terlupakan. Itu pun jika mereka memilikinya*”

However, this finding doesn’t necessarily show that the awareness of translation theory relating to the translation process given to the students using the task-based teaching method was significantly effective. It remains essential to establish this assertion through scientific evidence. A rigorous empirical investigation is necessary to validate the findings and substantiate the effectiveness of the pedagogical approach in improving translation competence. Thus, regarding the third question of this study, the two sets of scores should be tested. In this case, the t-test analysis was conducted. These two sets of scores, however, cannot be directly tested using the t-test technique. Before conducting the t-test analysis, it is necessary to determine whether the pre-test and post-test translation scores in Table 1 are normally distributed or not. If the translation scores are normally distributed, the scores can serve as the data that can be analysed using the parametric analysis. If the scores are not normally distributed, the data will be analysed using nonparametric analysis. Therefore, a normality test needs to be conducted to determine whether the data in Table 1 is normally distributed or not.

The normality test for the pre-test and post-test data was conducted using SPSS version 2.6. The results of the normality test for these two sets of data can be found in Table 2 in the following.

Table 2. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.135	19	.200*	.960	19	.570
Post-test	.189	19	.074	.913	19	.084

As seen in Table 1, the sample size in this study is below thirty. Thus, the significance values used in this study are based on the Shapiro-Wilk table. According to the Shapiro-Wilk table, the significance value for the pre-test is 0.57, and for the post-test, it is 0.08. Both of these significance values are greater than the critical value (0.05). In other words, the pre-test and post-test values are > 0.05 . This indicates that the translation scores of the subjects, both the pre-test and post-test, are normally distributed. In other words, both sets of data meet the criteria to be analysed using parametric t-test analysis. The results of paired sample t-test analysis using SPSS version 2.6 can be seen in Tables 3; and 4 in the following.

Table 3. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

pretest	66.5263	19	5.70933	1.30981
Post-test	74.5789	19	2.93098	.67241

Table 3 presents the results of quantitative descriptive analysis for the pretest and post-test data of the subjects in this study. It is shown that the pretest score mean is 66.52, and the post-test score mean is 74.57 with a total of 19 subjects ($N = 19$). The two mean scores indicate a difference between pretest and post-test scores. In this case, the post-test scores indicate some improvements in the ability of EFL students' translation competence. However, this difference cannot directly show that EFL students' translation competence is significant. The question then arises whether this difference is significant.

The exact difference of the means between pretest and post-test scores is displayed in the second column of Table 4, namely 8.05. As shown on the sig. (2-tailed) or the last column in Table 4, it is shown that the sig. (2-tailed) value is 0.00. This value is undoubtedly smaller than the critical value (0.05), namely sig. 2 (tailed) value = $0.00 < \text{critical value} = 0.05$. As stated before, the decision-making process is based on comparing the significance level with the critical value of 0.05. In this case, if the significance level is smaller or the same as 0.05, H_0 (null hypothesis) is rejected, and H_a (alternative hypothesis) is accepted. Conversely, if the significance level is bigger than or same as 0.05, H_0 is accepted, and H_a is rejected.

Table 4. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	Std. Er. Mean	95% Confidence Interval of the Difference				
	Mean	Std. Dev	Std. Er. Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pretest – Post-test	-8.05263	4.62450	1.06093	-10.28157	-5.82370	-7.590	18	.000

Based on the findings in Table 4, the difference in mean scores between the pre-test and post-test is significant. Therefore, based on the decision-making criteria mentioned earlier, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This means that the task-based teaching method is an effective method for improving the translation abilities of the students.

Furthermore, as mentioned earlier, based on the results of the t-test, it is shown that the mean pre-test score of 66.5263 significantly differs from the mean post-test score of 74.5789, $t(18) = -7.590$, $p < 0.01$; with an effect size of 0.762, which was calculated using the formula $r^2 = \frac{t^2}{df+t^2}$. In other words, the effectiveness of the task-based teaching method on the translation abilities of foreign language students, in this case, EFL students, is 76.2%. This value addresses the third question in this study. Thus, the implementation of the task-based teaching method is considered effective in improving the translation abilities of students.

Based on the findings of t-test analysis using SPSS version 2.6, it can be said that It is not enough to say that all bilinguals must be good translators. This statement is in line with the argument that a good translator not only must master the languages being translated but also needs to master some competencies such as translation theory (cf. Nida and Taber, 1974; Hatim and Mason, 1987; Bell, 1991; Munday, 2001) just to name a few of translation experts. In addition, many studies also have shown that mistakes conducted by EFL students from various countries in translation practice were caused by many factors (Sumarno, 1988; Popescu, 2013; Sasu, 2017; Wongranu, 2017). One of the factors is the way the EFL students translate the source text into the target text.

IV CONCLUSION

Based on the analysis results, two conclusions can be drawn here. First, the majority of students who do not know translation theory, especially the theory of translation processes, tend to receive scores

below 70. It was indicated that they were inclined to replace words in the source language with words in the target language directly, without undergoing the ideal cognitive processes during a translation practice (see Suyasa et al., 2022). They tend to skip the analysis and synthesis phases of cognitive processes during translation practice. This in turn resulted in the failure in conveying some meanings contained in the source text within the target text. Furthermore, the sentence structures in the students' translations were likely influenced by the structures of the source language. Consequently, their translation products exhibited a lack of quality and fidelity, undermining the overall effectiveness of the translation.

Second, following the implementation of the task-based teaching method that emphasized translation theory—specifically the model of the translation process (Bell, 1991)—it was demonstrated that all students exhibited improvements, as evidenced by their translation scores. This indicates a positive correlation between the pedagogical approach and the enhancement of students' translation competence. Based on quantitative analysis employing the t-test technique, the increase in translation scores following the implementation of the task-based, which focused on the theory of translation relating to the translation process, was deemed statistically significant. This finding shows that task intervention in translation training is a useful pedagogical approach to enhance students' translation competence. In short, the implementation of the task-based method in a translation course, especially the English-to-Indonesian translation course, is effective.

REFERENCES

- Abbott, M. L. (2011). *Understanding Educational Statistics Using Microsoft Excel and SPSS*. New Jersey: John Wiley & Sons.
- Bell, R. (1991). *Translation and Translating: Theory and Practice*. New York: Longman Inc.
- Bevans, R. (2020). *An Introduction to t Tests | Definitions, Formula and Examples* (scribbr.com). Available online at: <https://www.scribbr.com/statistics/t-test/>.
- Branden, K. V. (2006). *Task-Based Language Education from Theory to Practice*. Cambridge: Cambridge University Press.
- Davies, M. G. (2021). Student Agency in Translator Training: Setting a Framework for Good Practice. *Research in Language*, 19(2). 117-133. Available on <https://digijournals.uni.lodz.pl/rela/vol19/iss2/2>
- Hatim, B, & Mason, I. (1987). *The translator as Communicator*. London: Routledge.
- Larson, M. L. (1989). Penerjemahan Berdasarkan Makna: Pedoman Untuk Pepadanan Antarbahasa. *Terjemahan Meaning Based Translation: A Guide to Cross-language Equivalence*. Kencanaawati Taniran. Jakarta: Arcan.
- Marjohan, A. (2012). Evaluasi Pepadanan Makna Frasa Nominal dalam Terjemahan Teks Ilmiah Buku Cultural Studies Karangan Chris Barker. Denpasar: Unpublished Dissertation of Udayana University.
- Marzano, R. J. (2006). *Classroom Assessment & Grading that Work*. Alexandria: Association for Supervision and Curriculum Development.
- Munday, J. (2001). *Introducing Translation Studies: Theory and Application*. Oxon: Routledge.
- Nababan, M. R. (2007). Aspek Genetik, Objektif, dan Afektif dalam Penelitian Penerjemahan. *Linguistika*, 14(26). Available online at: <https://www.researchgate.net/publication/2386065514>.
- Nababan, M. R. (2008). *Kompetensi Penerjemah dan Dampaknya pada Kualitas Terjemahan*. Surakarta: Pidato Pengukuhan Guru Besar Penerjemahan pada Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret.
- Nida, E. A. & Charles R. T. (1974). *The Theory and Practice of Translation*. Leiden: E. J. Brill.
- Nord, C. (1991). *Text Analysis in Translation*. Amsterdam: Radopi.
- Nunan, D. (1989). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Pietrzak, P., & M. Kornacki. (2021). Focus on the Translation Trainee. *Research in Language*. 19(2). 107-115. Available online at: <https://digijournals.uni.lodz.pl/cgi/viewcontent>
- Popescu, T. (2013). A Corpus Based Approach to Translation Error Analysis: A Case-study of Romanian EFL Learners. *Procedia – Social and Behavioural Sciences*, 83, 242 – 247. Available on <http://doi.org/10.1075/z.56.42pym>
- Sasu, L. (2017). Comparative-Contrastive Analysis of Romanian to English Translation. *Language Structure*, 2(14). www.rstjournal.com

- Silva, M. M., & Fernandes, L. (2016). Integrating Translation Theory with Task-based Activities. *Linguagem & Esino, Pelatos*, 19(2), 9-31.
- Sumarno, T. (1988). Hubungan Antara Lama Belajar dalam Bidang Penerjemahan, Jenis Kelamin, Kemampuan Berbahasa Inggris dan Tipe-tipe Kesilapan Terjemahan dari Bahasa Inggris ke dalam Bahasa Indonesia. Unpublished Dissertation. Malang: IKIP Malang.
- Suyasa, M. D. S., I. B. P. Yadnya, I W. Simpen, dan N. L. K. M. Indrawati. (2022). Exploring the Translation Processes Done by EFL Students Based on Their English Proficiency Level. *The International Journal of Social Sciences World*, 4(2). Available online at: <https://www.growingscholar.org/journal/index.php/TIJOSSW>
- Suyasa, M. D. S., I W. Simpen, K. Artawa, N. L. K. M. Indrawati. (2023). Approaching Task-Based Activities to Improve EFL Students' Translation Competence. *The International Journal of Language and Cultural*, 5(2) available online at: <https://www.growingscholar.org/journal/index.php/TIJOLAC>
- Taryadi, A. (2005). Kualitas Terjemahan dan Dampaknya pada Masyarakat Indonesia. Jakarta: Unpublished Article.
- Vermeer, H. J. (1987). What does it mean to translate? *Indian Journal of Applied Linguistics*, 13(2): 25-33.
- Walker, B. F. (2014). *The t Test: An Introduction*. Available online at: <https://www.researchgate.net/publication/25752723>
- Wongranu, P. (2017). Errors in Translation Made by English Major Students: A Study on Types and Causes. *Kasetsart Journal of Social Sciences*, 38. 117 – 122. Available on <http://www.elsevier.com/locate/kjss>
- William, J., & A. Chesterman. (2002). *The Map – A Beginner's Guide to Doing Research in Translation Studies*. Manchester: St Jerome Publishing.

QUIZIZZ AND KAHOOT ENHANCE STUDENT ENGAGEMENT AND MOTIVATION IN INDONESIAN LANGUAGE LEARNING AT SD IT ABATA LOMBOK

Furqan Nur Alam, Kholid

Universitas Widya Dharma Klaten, Universitas Nahdlatul Wathan Mataram, Indonesia

alamianonilian@gmail.com, kholidid3@gmail.com

Abstract

This study aims to describe the use of Quizizz and Kahoot as game-based assessment tools in teaching Indonesian at SD IT Abata Lombok during the 2023/2024 academic year. The primary focus is to explore how these applications are utilized by teachers for learning evaluation, along with the reasons and motivations behind their selection. Quizizz is employed as a formative assessment at the end of lessons, while Kahoot is used as a warm-up tool at the beginning of lessons to capture students' attention. The use of these platforms is intended to enhance student engagement and motivation, streamline the evaluation process, and create a more interactive and enjoyable learning environment. The study also aims to identify the challenges encountered during the implementation of game-based assessments, such as technical issues related to internet access and limited devices, as well as the solutions adopted by teachers to address these problems. It is expected that the findings of this study will provide further insights into the effectiveness of game-based applications in improving the quality of learning and assessment at the elementary education level.

Keywords: *Game-Based Assessment, Quizizz, Kahoot, Indonesian Language Learning Assessment*

I INTRODUCTION

The advancement of digital technology has brought significant changes across various sectors, including education. The integration of technology into learning introduces various tools and platforms that can facilitate teaching and learning processes, enhance student motivation, and enable more interactive evaluations. One of the notable innovations in this area is game-based assessment, which makes the evaluation process more engaging and effective (Alifiyah et al., 2021).

Interactive learning platforms such as Quizizz and Kahoot have been widely adopted by educators to support traditional teaching methods. Quizizz offers a competitive quiz experience with features such as points and rankings, allowing students to receive immediate feedback on their answers. Kahoot, on the other hand, is often used as a warm-up tool with a focus on visual elements and fun in answering questions (Kusuma et al., 2023). Both platforms enable efficient formative assessments and support the achievement of basic competencies in the Indonesian language subject.

The use of Quizizz and Kahoot in Indonesian language learning at SD IT Abata Lombok has distinct steps and characteristics for each platform. Quizizz is a digital platform that allows teachers to create interactive quizzes with various types of questions such as multiple-choice, essays, and polls. Teachers can share the quizzes with students to be played at their own pace or in live game mode, offering time flexibility for students. The interactive interface of Quizizz, with automatic leaderboards and power-ups, motivates students to learn independently. Its detailed reports, including individual scores and class performance charts, help teachers analyse students' learning progress.

In contrast, Kahoot focuses more on creating a competitive learning environment with real-time modes suitable for direct classroom activities. Teachers can easily create quizzes, add images or videos as question stimuli, and conduct interactive learning sessions where students compete to answer questions using a unique PIN code. In addition to the live mode, Kahoot provides a challenge mode that allows students to access quizzes independently. With bright visuals, accompanying music, and live leaderboards, Kahoot creates a fun learning experience that stimulates students' enthusiasm.

Overall, Quizizz is more suitable for flexible learning evaluations with detailed reports, while Kahoot excels in creating dynamic direct interaction in the classroom. The choice of platform is tailored to the learning needs, whether to reinforce students' understanding or to enhance their engagement and motivation. The use of these two platforms complements each other, supporting the vision of SD IT Abata Lombok to create cheerful and interactive learning processes.

Game-based assessment has evolved into a modern learning approach that combines elements of play and competition to increase student engagement. According to Salsabila (2020), game-based

assessment not only helps students process and understand material but also enhances critical and collaborative thinking skills. In an increasingly digital learning environment, game-based assessments have become easier to implement, providing teachers with an alternative way to facilitate evaluation.

At the elementary education level, such as at SD IT Abata Lombok, game-based assessments in Indonesian language lessons have been applied to help students better understand grammar, vocabulary, and proper pronunciation. Considering the school's vision, which emphasizes creative and cheerful education, Quizizz and Kahoot have been selected and used to support this goal and improve student engagement and motivation (Ekawati, 2022).

This study aims to evaluate the implementation of Quizizz and Kahoot in teaching Indonesian at SD IT Abata Lombok, identify the benefits and challenges faced, and explore solutions adopted by teachers to optimize the use of these platforms in the assessment process.

II MATERIALS AND METHOD

This study employs a qualitative descriptive method aimed at providing a detailed depiction of the use of Quizizz and Kahoot in classrooms. The research was conducted at SD IT Abata Lombok during the 2023/2024 academic year, focusing on grade II, involving 20 students and one Indonesian language teacher as the key informant who had implemented Quizizz and Kahoot as game-based assessment tools in learning.

The qualitative descriptive approach was used to gain a deep understanding of how Quizizz and Kahoot were utilized as game-based assessment tools. This method focused on observations, interviews, and documentation to collect empirical data regarding the application of these two platforms in the context of Indonesian language learning.

2.1 OBSERVATIONS

The study involved direct classroom observations during the teacher's use of Quizizz and Kahoot in Indonesian language assessment. Observation focused on the use of these platforms in quizzes, assessment techniques, student responses to game-based assessments, and the effectiveness of these platforms in facilitating understanding of the material.

The observation highlighted several key variables related to the use of Quizizz and Kahoot as game-based assessment tools. These included the way the applications were used during the learning process, interactions between the teacher and students during assessments, and the roles of each platform: Quizizz as an end-of-lesson quiz to test students' understanding, and Kahoot as a warm-up tool to build interest and create an interactive atmosphere at the start of lessons. Student responses were observed in terms of enthusiasm, active participation in answering questions, and their level of engagement during the assessment process. Additionally, student motivation towards game-based learning methods was a critical focus in evaluating the effectiveness of these applications.

2.2 INTERVIEWS

Interviews were conducted with the Indonesian language teacher to gain in-depth information about their motivation and reasons for selecting these platforms. The interviews also explored challenges faced and solutions implemented in the application of game-based assessments.

The interviews were structured around several key topics, emphasizing open-ended questions for detailed exploration:

Table 1. Interview topics and questions

No.	Interview Topic	Detailed Questions/Objectives
1	Teacher's Experience with Platforms	<ul style="list-style-type: none"> - What has been your experience using Quizizz and Kahoot in teaching? - Do these platforms meet your expectations as game-based assessment tools? - Were there any specific moments or situations that influenced the implementation of game-based assessments?
2	Student Responses to Quizizz/Kahoot	<ul style="list-style-type: none"> - How did students react when first introduced to Quizizz and Kahoot? - Did students show increased learning motivation after using these platforms? - Did any students face difficulties in using the platforms? If so, how

		did you assist them?
3	Platform Effectiveness	<ul style="list-style-type: none"> - Do Quizizz/Kahoot help you in evaluating student learning outcomes? - How do the learning outcomes compare when using these platforms versus traditional assessment methods? - Do these platforms support the achievement of Indonesian language learning objectives in your class?
4	Platform Strengths and Weaknesses	<ul style="list-style-type: none"> - In your opinion, what are the main strengths of Quizizz? - What are the best features of Kahoot that support learning processes? - What weaknesses of each platform need to be addressed for future use?
5	Challenges Faced by Teachers	<ul style="list-style-type: none"> - What challenges did you face in using Quizizz/Kahoot in the classroom? - Did technical issues like internet connectivity or student devices affect the assessment process? - How did you overcome these obstacles to ensure smooth learning activities?
6	Impact on Learning	<ul style="list-style-type: none"> - How has the use of these platforms impacted student participation in Indonesian language learning? - Did the use of Quizizz and Kahoot improve students' learning outcomes? If so, please explain.
7	Teacher Recommendations	<ul style="list-style-type: none"> - Would you recommend these platforms for use by other teachers? - What advice would you give to teachers looking to use Quizizz or Kahoot in game-based assessments? - What steps should schools take to support the use of these platforms, such as training or improving facilities?

2.3 DOCUMENTATION

Documentation included collecting data such as student scores, assessment formats, and teaching modules used in Indonesian language learning with game-based assessment platforms. It also included supporting materials such as Quizizz and Kahoot question sets.

The scoring system in this study relied on quizzes delivered through the Quizizz and Kahoot platforms. Assessments were automatically graded based on the accuracy of answers, speed of response, and question difficulty level. These features ensured objective evaluation by reducing human bias and ensuring fairness in assessment conditions. Analytical reports from both platforms, such as individual scores, completion times, and error rates, provided deep insights into student performance. Key criteria included the number of correct answers, additional scores for speed, and student engagement during the learning process. Quizizz was used as a final assessment tool to test understanding, while Kahoot focused on warm-up activities to boost students' motivation at the start of lessons.

The collected data were analysed using descriptive qualitative analysis techniques as outlined by Sugiyono (2013), including data collection, presentation, and conclusion drawing. This approach enabled the researcher to comprehensively understand classroom phenomena, focusing on student motivation and the effectiveness of the platforms in Indonesian language learning.

III FINDING AND DISCUSSION

In this study, data collected through observation, interviews, and documentation is presented systematically to provide a clear picture of the implementation of Quizizz and Kahoot in Indonesian language learning at SD IT Abata Lombok. The data presentation focuses on several key points: the use of these platforms as game-based assessment tools, student responses, challenges encountered, and solutions implemented by teachers.

Based on classroom observations, Quizizz was used as an end-of-lesson quiz to assess students' understanding of the material presented. This platform allowed teachers to provide real-time formative assessments, with feedback features that quickly helped students identify their results and errors. In

contrast, Kahoot was often used as a warm-up tool at the start of lessons, utilizing visual and competitive elements to spark student interest in the topics to be discussed. These findings indicate that teachers used the platforms with distinct strategies to support various stages of the learning process.

Interviews with teachers and observations revealed that both platforms received positive responses from students. Children appeared more excited and enthusiastic when using Quizizz and Kahoot, particularly because of features like rankings and points that motivated them to engage in healthy competition. These game elements not only increased student participation but also encouraged them to pay more attention to the learning material.

One key finding was the technical challenges, such as unstable internet access and limited electronic devices in the classroom. These issues were especially problematic when using Quizizz and Kahoot simultaneously for the entire class. Some students had to share devices or experienced connectivity issues, affecting the smooth execution of assessments.

To address these challenges, teachers implemented several solutions, such as using personal internet connections, grouping students into small teams, and employing paper barcodes for students unable to access the platforms directly. These approaches enabled all students to participate in assessments, despite device and internet limitations.

The findings indicate that, despite technical challenges, the use of Quizizz and Kahoot as game-based assessment tools successfully increased student engagement in Indonesian language learning. Teachers' adaptive approaches were a significant factor in ensuring the successful implementation of these platforms in the classroom. This study identified several key points in the implementation of Quizizz and Kahoot as game-based assessment tools at SD IT Abata Lombok:

3.1 USE OF QUIZIZZ AND KAHOOT IN INDONESIAN LANGUAGE LEARNING

Quizizz was utilized as an end-of-lesson quiz to evaluate students' comprehension of the material taught. Its real-time feedback allowed students to see their results immediately. On the other hand, Kahoot was used as a warm-up tool before lessons began. Its interactive features, such as avatars and leaderboards, encouraged students to be more excited and prepared for lessons (Kusuma et al., 2023).

Platforms like Quizizz and Kahoot add value to game-based learning. This is evident from the increased motivation of students to learn due to the engaging and interactive nature of the platforms. Additionally, they enhance teachers' ability to adapt technology as modern assessment tools. Despite challenges, platforms like Quizizz and Kahoot contribute positively to advancing game-based education (Aeni, 2020). Their implementation at SD IT Abata Lombok demonstrated promising results, with positive contributions for both students and teachers.

3.2 CHALLENGES IN USING QUIZIZZ AND KAHOOT

One major challenge was unstable internet access at the school. Moreover, limited devices such as computers or tablets hindered the optimal use of both platforms. Teachers addressed these issues by using personal internet connections, dividing students into small groups, and providing paper-based barcodes to make quizzes more accessible (Turnip & Cendana, 2021).

According to Prasetian & Sukirman (2024), internet infrastructure limitations in schools are a significant barrier. Additionally, some teachers find it challenging to create questions that align with the curriculum due to the complexity of platform features. To overcome these challenges, Asiah & Vitriani (2024) suggest training teachers to optimize platform usage and improving technological infrastructure, such as providing stable Wi-Fi.

3.3 TEACHER MOTIVATION IN CHOOSING GAME-BASED ASSESSMENT PLATFORMS

Interviews revealed that teachers' primary motivation for choosing Quizizz and Kahoot was their ease of use and interactive features, which made lessons more engaging and less monotonous. These platforms provided competitive and enjoyable learning experiences, which successfully boosted students' motivation to learn (Fadly et al., 2022). Teachers also noted that visual features and game elements such as points and leaderboards increased students' involvement in the learning process.

Teachers' motivation in selecting game-based assessment platforms was influenced by factors such as their ability to enhance student interaction and motivation, simplify assessment processes, and provide accurate and detailed learning data. Platforms like Quizizz and Kahoot were found to create enjoyable learning environments with attractive visuals and interactive features, challenging students and engaging them more deeply. These platforms also saved teachers' time through automated grading

and allowed flexibility in aligning materials with learning objectives, while supporting the development of teachers' pedagogical skills (Rosida, 2024; Rohimat et al., 2023).

3.4 EFFECTIVENESS OF PLATFORMS IN ENHANCING STUDENT ENGAGEMENT

Quizizz and Kahoot helped create a more active learning environment, with students showing greater enthusiasm during assessments. Quizizz facilitated quick and accurate evaluations, while Kahoot served as an engaging warm-up activity that heightened students' focus and interest in upcoming lessons. This supports the findings of Muhtarom et al. (2023), who argued that gamification platforms help students learn in more enjoyable ways.

The effectiveness of the implementation was demonstrated by the increased engagement. Interviews with teachers revealed that both platforms provided interactive learning experiences that aligned with SD IT Abata Lombok's vision of creating a fun learning environment. Adwiyah et al. (2024) found that Quizizz and Kahoot significantly improved student learning outcomes, with average post-test score increases of 15.2 for Quizizz and 16.2 for Kahoot. Kahoot was rated higher in terms of student engagement, with 90% positive responses compared to Quizizz's 70%. Kahoot also scored better in interactivity (4.6 out of 5) and learning motivation (4.4 out of 5), although Quizizz was deemed easier to use. These findings demonstrate that both platforms support interactive learning, with Kahoot providing a more engaging overall experience.

IV CONCLUSION

The findings indicate that the use of Quizizz and Kahoot as game-based assessment tools at SD IT Abata Lombok effectively increased student motivation and engagement in Indonesian language learning. Quizizz proved highly effective as a final quiz to evaluate students' understanding of the material, offering real-time feedback that facilitated immediate formative assessments. Meanwhile, Kahoot, used as a warm-up tool, created an engaging and enjoyable start to lessons, motivating students to focus on the topics to be learned.

Despite facing technical challenges, such as limited internet access and device availability, teachers successfully addressed these issues by using personal internet connections, grouping students, and employing paper-based barcodes, ensuring that all students could participate. The implementation positively impacted classroom interactions, increasing student involvement and supporting the development of critical thinking skills.

Given the positive results achieved at SD IT Abata Lombok, these platforms have the potential to be more widely adopted by other elementary schools as a solution for game-based assessment, creating more interactive evaluations and fostering a creative and enjoyable learning environment.

REFERENCES

- Adwiyah, R. S. R., Wulandari, H., & Aziz, M. T. (2024). Efektivitas Penggunaan Quizizz Dan Kahoot Sebagai Media Penilaian Di Smpn 3 Warungkiara Satu Atap. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 7(4), 13242-13249.
- Aeni, K. (2020). Efektivitas Penggunaan Aplikasi Kahoot Dalam Memotivasi Belajar Al-Qur'an Hadits Kelas X Di Smk Nu 1 Slawi-Tegal.
- Alifiyah, N., et al. (2021). Asesmen Berbasis Permainan dalam Pendidikan Modern. *Jurnal Teknologi Pendidikan*.
- Asiah, A., & Vitriani, V. (2024). Pemanfaatan Quizizz Dalam Penilaian Pembelajaran Pada Mata Pelajaran Biologi di SMA Negeri 15 Pekanbaru. *Edukasi Elita: Jurnal Inovasi Pendidikan*, 1(2), 13-23.
- Ekawati, K. (2022). Implementasi Game Edukasi Quizizz Sebagai Media Evaluasi Pembelajaran PAI di Kelas 5 SDN Ngringin Moyudan Sleman.
- Fadly, et al. (2022). Pemanfaatan Teknologi dalam Asesmen Pembelajaran. *Jurnal Teknologi Pendidikan*.
- Kusuma, A., et al. (2023). Pembelajaran Aktif dengan Quizizz dan Kahoot di Sekolah Dasar. *Jurnal Inovasi Pendidikan*.
- Muhtarom, A., et al. (2023). Gamifikasi dalam Pembelajaran Bahasa Indonesia. *Jurnal Pendidikan Bahasa*.

- Prasetiani, D. R., & Sukirman, S. (2024). Analisis Penggunaan Kahoot! dalam Meningkatkan Keterlibatan, Efektivitas Pembelajaran, dan Pengalaman Belajar Siswa di Sekolah Menengah Kejuruan. *Journal on Education*, 6(4), 20783-20794.
- Rohimat, S., Solfarina, S., Samsiah, S., Ramdhani, F. I., Fitri, R., & Aliyah, N. (2023). Workshop Pengenalan Gimkit untuk Asesmen Formatif Mode Game Online. *Jurnal Nusantara Berbakti*, 1(4), 221-229.
- Rosida, L., & Wahyuningsih, S. (2024). Penggunaan Leaderboard Melalui Educaplay Untuk Meningkatkan Motivasi Belajar Siswa Kelas VII. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 4(5), 9-9.
- Salsabila, R. (2020). Motivasi Belajar Melalui Platform Pembelajaran Berbasis Permainan. *Prosiding Seminar Nasional Pendidikan*.
- Sugiyono. (2013). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sylvia, A., et al. (2024). Efektivitas Penggunaan Platform Pembelajaran Berbasis Gamifikasi di Sekolah Dasar. *Jurnal Pendidikan Modern*.
- Turnip, L., & Cendana, F. (2021). Asesmen Berbasis Permainan untuk Meningkatkan Partisipasi Siswa. *Jurnal Evaluasi Pendidikan*.

ENGLISH LOANWORD IN RANTAU PANJANG LANGUAGE

Ira Maisarah, Alamsyah Harahap

The University of Bengkulu, Indonesia

iramaisarah@unib.ac.id

Abstract

This research is crucial to understand the connection between language and past communities' cultures. This research used a qualitative approach based on descriptive methods. The researcher employed an unstructured interview as the instrument for gathering data. In this interview, the researcher selected key informants who were both native residents and the older generation in the Rantau Panjang area. The interview results indicated that people in Rantau Panjang have been using English loanwords for several years. Historically, English loanwords were utilised for communication and trading purposes.

Keywords: *English, loanword, Malay, Rantau Panjang*

I INTRODUCTION

During the pepper trade, the riverside residents unconsciously assimilated the vocabulary of European traders, particularly those from England. Therefore, during this period in Rantau Panjang, Tabir District, where the Tabir River served as a transportation route, the residents inadvertently incorporated several English words into their daily lives. Therefore, research on the English vocabulary of the Rantau Panjang Malay community is necessary. Rantau Panjang Malay language is a kind of linguistics diversity and local cultural heritage. During the colonial period, the nature facilitated the interaction between the local community with foreign visitor from England. Since the pepper production in Jambi Province, the British people did the journey along the Batanghari River in the Jambi Province. At that time, Batanghari River is second biggest port in Sumatera, Indonesia (Arman, 2018; Sumarni, 2022).

The trade interaction between British people and the native population engaged in pepper sales facilitates intensive communication between the two groups. Communication may occur in Indonesian, indicating that British individuals can speak and comprehend Indonesian or that native speakers attempt to understand the language of individuals from England. Two possibilities may occur. The indigenous population may have acquired English indirectly through interactions with traders who visited their region. The indigenous population attempted to replicate the spoken language, despite lacking comprehension of its written form at that time.

In ordinary life, this language is used together with the original Malay Rantau Panjang vocabulary, unless a word does not already exist in the Rantau Panjang Malay vocabulary. This effect is due to interference between English and Rantau Panjang Malay, where the two languages' lexicon is utilised interchangeably rather than replacing each other. It's probable that English terminology evolved as a result of the British experimenting with Rantau Panjang Malay. In this experiment, certain English language will be utilised when the speaker does not or has not yet learnt the equivalent in Rantau Panjang Malay. The audience, in this case the local Rantau Panjang Malay speakers, accepts the passion with which the word city is used. It is also a truth that England has the most colonies in the entire world. As a result, English is more widely known and used in many nations, particularly in former British colonies. That is why English expanded so swiftly over the world (PascaPBI, 2012), besides English has some form of English (Isarankura, 2018) and many dialects (Osoblivaia, 2023).

In linguistic studies, English is commonly used as a loanword or borrowed word. The phonological system of the borrowing language, known as the loanword, modifies borrowed words to some extent. The longer borrowed words remain in use, the more they resemble the original words of the borrowed language. Borrowing occurs when a specific language integrates vocabulary from another language into its lexicon. These terms are borrowed or loanwords (Muzyatun et al., 2021). Linguistic borrowing represents a notable consequence of language contact situations. Typically, phonological and morpho-syntactic alterations occur to align with the language's structure (Jayantini et al., 2017; Mushait & Al-Athwary, 2020). Nouns and verbs consistently represent the most prevalent category in any corpus of loanwords (Aizawa, 2024). A loanword, or lexical borrowing, is a word that has entered the lexicon of a language through borrowing, transfer, or copying. Consequently, nominal inflexion is a prominent

morphological characteristic of the borrowing language and is consistently involved in adapting loanwords.

Nowadays, mostly, Indonesian words are borrowed from other languages, including English (Ariyati, 2014; Gustara, 2015; Satriani, 2018). Many new foreign words employed in Indonesia generated this phenomenon. The term for it is a loanword. It signifies that a term borrowed from one language has found its way into another (Rohbiah, 2019). Adoption of words is the process of assimilating foreign language vocabulary by the user, retaining the original spelling and pronunciation, hence preserving the word's exact form (Supeni & Fauziah, 2018).

Morphology is a way to understand the complexity of language. It is also the study of word structure in isolation. Through morphological research, we can develop a deeper understanding of how language is formed, used, and understood by native speakers. Morphology has several important goals for linguists. First, morphology is used to analyse and describe various languages in the world carefully and in depth. Since morphological phenomena are integral to these languages, linguists need appropriate morphological tools to understand them completely. Second, morphology also aims to find a typology of languages based on several dimensions. This aims to explain various aspects related to language typology so that we can understand the diversity of languages in the world. Third, morphology helps reveal the nature of the language system, which can provide a better understanding of the nature of humans as language users. By understanding the basic principles of linguistics and the internal organisation of grammar, it is hoped that we can better understand how human language abilities and the creativity of language rules are organised. Fourth, morphology provides better insight into how linguistic rules function in language production and perception and how linguistic knowledge is represented mentally, both psychologically and historically. This contributes to a broader understanding of cognitive science, which investigates human cognitive abilities in understanding and using language.

Morphology is a branch of linguistics that studies word structure. Morphology is part of the broader science of language, along with phonology, syntax, and semantics (Al-Athwary, 2016). In morphology, one can understand the formation of words, such as loanwords or borrowing words. Through the study of word structure, morphology aims to reveal the relationship between changes in word form and changes in meaning that often occur regularly and systematically. It also links to a diverse range of syntactic functions.

As a linguistic science, morphology has a vital role in answering several questions about the form, meaning, and function of words and how they interact with language use (Dashti & Dashti, 2017). For example, morphology concerns how words form their internal structure and how changes in this structure can affect a word's meaning. In addition, morphology investigates the usage of words in various communication contexts.

Due to foreign language instruction and exposure to other languages via television, the Internet, and social media, specific words from a source language begin to integrate into a target language (Zibin, 2019). Language speakers often explain why morphology is crucial to their language. It focuses on the tasks and functions of morphology in the creation and use of language. When we want to name objects or express different concepts, we need appropriate words. Therefore, the creation of new words often occurs due to changes and developments in the lives of humans who use language. Language has a morphological system that works to fulfil this need.

The use of words in language will continue to increase along with the growth of human language users' needs. Creating new words occurs in two main ways: first, by creating new lexemes through derivation, and second, by changing the form and function of existing lexemes through inflexion. The creation of new lexemes sometimes involves using pre-existing lexemes as a basis. Lexical needs, not grammatical ones, drive this process, resulting in the creation of new words to address the language's need for expanded vocabulary.

Each group in Indonesia contributes their unique language and cultural heritage to its rich social landscape, showcasing its vast ethnic diversity. Language, as an organized system of sound symbols, facilitates social interaction and reinforces individual and communal identities. Despite Indonesian being the official national language, the 1945 Constitution safeguards regional languages as crucial communication mediums within local communities. The Rantau Panjang Malay community speaks Batin, a compelling example of these regional languages. It exhibits distinctive features, including a vocabulary that bears notable similarities to English in both form and sound—an intriguing reflection of historical and cultural exchange. Research on English loanwords in the Rantau Panjang Malay Language is essential due to the complexity of the issues involved.

II METHODS

This research adopts a qualitative approach with descriptive methods, which aims to describe in detail the morphological structure of the Rantau Panjang Malay language, which English influences. In a qualitative approach, researchers focus on in-depth understanding and interpretation of complex contexts with the research objective of revealing the morphological characteristics of the language. Descriptive methods are used to collect data and related information, which is then analysed systematically to understand the underlying morphological structure of the Rantau Panjang Malay Language.

This research was conducted in Rantau Panjang, Tabir District, Merangin Regency, Jambi Province. The main informant in this research is a native Malay resident of Rantau Panjang, Mrs. Mariam Kancil. The number of samples for this research was taken based on the research objective, namely local community figure of using the loanwords of English. The data was collected through interviews and observation. The interview was done with the origin of Rantau Panjang society and direct observation of language use in everyday contexts. The collected data was analysed to loanwords from English into local language structures. This research is provided a comprehensive picture of how English influences the morphology of Rantau Panjang Malay. The researcher noted relevant findings and noticed patterns that emerged when using morphology, including the form and function of words absorbed from English.

III FINDINGS AND DISCUSSION

Table 1. English Language in the Malay Language of Rantau Panjang

No	English Word	Morphem in Rantau Panjang Malay Language	Phonetic Symbol in Rantau Panjang Malay Language	Semantic Meaning
1	Bogey	<i>Bog</i>	/bog/	Ghost
2	Ball	<i>Bal</i>	/bal/	Ball
3	Gate	<i>Get</i>	/get/	Growth plant dwarf
4	Look	<i>Iluk-iluk</i>	/iluk/	Careful
5	Moo	<i>Imuk</i>	/imuk/	Look
6	Cent	<i>sen</i>	/sen/	Money
7	In Thought	<i>Intong</i>	/intong/	Stupid, think more
8	To late get	<i>Kalagit</i>	/kalagit/	Later
9	To get sheer	<i>Tagilis</i>	/tagisil/	Accidentally touched
10	Own do	<i>Undo</i>	/undo/	Bring
11	To low see	<i>Talucie</i>	/taluci/	Out of hand or eyes
12	Paid Daft	<i>Padek</i>	/padek/	Great
13	Un Call	<i>Uncal</i>	/uncal/	Throw without saying
14	Be On	<i>Baon</i>	/baon/	Bring
15	In Bank	<i>Imbong</i>	/imbong/	Hide

Referring to Table 1, the loanwords or lexical borrowings from English into the Malay-Rantau Panjang language serve two primary functions: as verbs and adjectives. Additionally, certain loanwords exhibit identical forms with varying pronunciations, while others display distinct forms with equivalent

pronunciations. We articulate the term 'Bogey' without the 'ey,' signifying an entity that instills fear of a ghost. We can phonetically divide 'bogey' into "boh" and "ghee." Vocalise these sounds, placing initial emphasis on them. The term 'ball' /bɔ:l/ is pronounced as 'bal' without the double 'l'. The term 'gate' /geɪt/ is pronounced as 'get', without the diphthong of 'ei'. The term 'look' maintains the phonetic representation /lɒk/ when the letter 'l' is appended, resulting in 'iluk'. The term 'moo' produces the phonetic sound /mu:/. The letter 'l' transforms into 'imuk' when incorporated. The term 'cent' /sent/ with the sound 'sen'. The term "undo" (/ʌn'du:/) retains the same form as its original English counterpart in the Malay-Rantau Panjang language.

As an example, consider the following sentences in the Malay-Rantau Panjang language:

Datum 1: in though

Malay-Rantau Panjang: **Intong** nian budak iko

English: How stupid this boy is.

In English, the word 'in-thought' means that someone must put the information in his/her mind. Therefore, when motivated to act, he or she grasps the task at hand without any complaints, confusion, or rejection. Therefore, if he or she makes any kind of rejection or mistake in doing or understanding something, it indicates that they are not remembering everything they have read, listened to, and learned. The Rantau Panjang Malay language pronounces the term 'in-though' as 'Intong,' transforming 'though' into 'tong' and not producing 'gh' at the end of the sound production. Semantically, this word means that people who believe they lack knowledge or comprehension of a particular task or matter use this word to convey information. 'Intong' refers to a person who lacks any defining characteristics or gifts. However, in daily life and other contexts without unexpected or non-serious issues, this information can be useful. Another way of putting it is that 'intong' is a name given to a person perceived to be lacking in competence or to have a limited amount of experience in the situation that is now being discussed.

Datum 2: to late get

Malay-Rantau Panjang: **Kalagit** aku gawe

English: I will do it later

In English, the phrase 'to late get' refers to the inability of an individual to earn something quickly. The Rantau Panjang Malay language pronounces this phrase as 'kalagit', semantically signifying an unwillingness to take action. Someone can use the word 'kalagit' when he or she postpones or does not undertake to do something. This term signifies a genuine readiness or a rejection of external pressure.

Datum 3: to get sheer

Malay-Rantau Panjang: Aku **tagisil** buku nyo tadi

English: I touched her book

The phrase 'to get sheer' is pronounced as 'tagisil' in Rantau Panjang Malay language. This word means that someone touches something accidentally or contact with an object on its surface. The term 'tagisil', semantically, implies an element of accident or coincidence, potentially leaving the individual feeling astonished or embarrassed by the encounter.

Datum 4: own do

Malay-Rantau Panjang: **Undo** barang ko

English: Bring this

The phrase 'own do' is pronounced as 'undo' in Rantau Panjang Malay language. It refers to the act of bringing something into one's possession independently. The term "own" is "to possess" or "to have something as one's property.

Datum 5: cent and to low see

Malay-Rantau Panjang: **Sen** aku **talucie**

English: I lost my money

The term 'sen' means money, and 'talucie' means someone does not know where the money is. The term "sen" denotes a money unit in several settings, particularly in some Southeast Asian nations such as Malaysia, where it serves as a subunit of the Malaysian Ringgit. In common usage, "sen" denotes money or cash, representing a form of financial value.

Datum 6: paid daft

Malay-Rantau Panjang: **Padek** nian

English: Very great

The term 'padek' means excellent. The phrase "padek" signifies something "great," remarkable, or outstanding. People frequently use it to express admiration, superior quality, or an exceptional level. Analogous to "great" in English, "padek" encompasses a broad spectrum of contexts—characterizing individuals, accomplishments, situations, or items distinguished by their superiority. The term "padek" signifies not only recognition of quality but also an elevation to respect or appreciation. This phrase encompasses attributes such as impressiveness, success, or exceptional craftsmanship. The phrase "padek" is beyond simple acceptance; it underscores a degree of excellence that renders anything noteworthy, commendable, or even inspirational. The term "padek," whether employed in informal dialogue or formal acknowledgement, emphasizes the exceptional nature of a person or item.

Datum 7: un call

Malay-Rantau Panjang: **Uncal** barang tu ke aku

English: Throw that thing to me.

The term 'uncal' means 'throw something to someone else'. "Uncal" is to drive an object toward another person, generally with the anticipation that they will intercept or receive it. One can employ the phrase "uncal" in various contexts, typically referring to the casual or informal act of passing or transferring an item. To "uncal" an object is to transmit it to another individual casually and directly, enabling a swift and informal exchange of the item. Irrespective of its use in sports, casual settings, or playful exchanges, "uncal" encapsulates the notion of throwing to enable reception by another person.

Datum 8: Be on

Malay-Rantau Panjang: **Baon** karitah ko

English: Bring this bicycle

The term 'be on' means 'bring'. We propose the phrase "be on" to signify "bring." It generally possesses various connotations, frequently contingent upon context. It typically denotes something that is planned, presently occurring, or in a state of preparedness rather than to "bring." Translating "be on" as "bring" could imply an individual's responsibility for delivering or supplying something. This phrase is rare but may suggest preparedness to provide or present an item. In summary, although "be on" does not inherently signify "bring," expressions such as "bring along" or "bring over" may serve as more effective substitutes.

Datum 9: in bank

Malay-Rantau Panjang: Dimano biko **imbong** sen aku?

English: Where do you hide my money?

The term 'in bank' means that someone hides something from others. It typically signifies depositing or maintaining assets within a financial institution for safekeeping. However, metaphorically using "in bank" to imply secrecy or hidden storage may indicate the intentional concealment of an item from sight or awareness. We understand this expression to mean concealing something. We suggest placing the item in a secure, clandestine area, akin to the safekeeping of valuables in a bank vault. This usage denotes the deliberate concealment or protection of information from others' knowledge or access.

Because of their long history of contact with the English language, Indonesians have borrowed words and phrases from it (Nurweni, 2013). Because of the widespread exposure to the English language among Indonesians, many linguistic units borrowed from it have found their way into every facet of daily life. Linguistic interferences may impact languages, including phonemic, grammatical, and lexical. According to Juliawan (2017), the Indonesian language is undergoing significant transformation. Due to the incorporation of numerous words from several languages, its lexicon is constantly evolving (Muziatun et al., 2021). Historically, the introduction of some foreign cultures into Indonesia aligns with the cultural interactions between the Indonesian populace and other nations.

Language is the fundamental factor for communication within society. Language has established the communication system, using either sounds or traditional symbols (Anggraeni, 2021). English stands as one of the most extensively utilized languages globally (Pawitra et al., 2023). They exist in both oral and written formats. Language consists of words organized according to rules established over generations. Years ago, language users employed symbols such as numbers, images, and gestures.

Currently, language signifies a community or specific nation. Language embodies the society in which it originated and is used. We have selected a worldwide language to facilitate global communication.

In order to improve language as a medium of communication and perception, "borrowing" specifically refers to the process of incorporating and adapting vocabulary from one language into another due to language contact rather than through historical (genetic) development (Chojimah & Widodo, 2021). Direct borrowings represent a highly effective approach to strengthening a language's vocabulary. A direct transfer of phonetic and morphological variants of lexical units takes place from the producer language to the receptor language (Slaba et al., 2021). We can categorize direct borrowings into two types: complete and partial. Linguists classify the first type as lexical units, which arise in a language's vocabulary through internal and external borrowing processes. The second category of direct borrowings consists of lexical units adopted when the language lacks formal and external expressions for specific concepts. Contemporary scholars have categorized this form of direct borrowing as partial. The primary approach to their creation involves modelling words and constructions based on foreign patterns, specifically through calque or loan translations. It entails a literal translation of word elements from the source language into the target language.

A loanword refers to a word or phrase that originates from one language and finds its use in another. Despite borrowing being a common practice among language communities, there is extensive documentation of lexical borrowing from English into other languages. Numerous languages of former colonies have experienced Englishization (becoming English), resulting in a synthesis between English and the indigenous language (Hoque et al., 2021). The local variety of English has gained widespread acceptance among peripheral populations, facilitating the emergence of new English varieties. People may adopt the English language to express a concept or identify an object for which their native language lacks a readily available equivalent.

A specific society's language may reflect its culture and perspectives. Typically, a more profound meaning is associated with each term, phrase, or word in a language. Language is more than just a tool for communication; it is also a powerful way of expressing personal and social dynamics, especially when conveying reluctance or asserting autonomy. Language serves as a crucial medium for the exchange of information and the transmission of messages to others. Language is a system of sound signs collectively accepted for collaboration by members of specific communities. Language is crucial in societal relationships, as it enables effective human interaction. Humans continuously grow in their interactions, adapting to contemporary circumstances and the language employed. A community will evolve its language in tandem with its broader interactions.

IV CONCLUSION

There are two conclusions for this research. First, the English loanwords in Rantau Panjang is linked to colonialism that impacted the linguistic environment of Rantau Panjang Malay. This shows that interaction with English during colonial times had a long-term influence on the native language. Second, although many English loanwords have comparable sound in Rantau Panjang Malay, their forms, whether in spelling or semantic meaning, frequently differ from the original English terminology.

REFERENCES

- Aizawa, A. (2024). The Impact of Loanwords on the English–Japanese Version of Vocabulary Size Test. *Vocabulary Learning and Instruction*, 13(1–8). <https://doi.org/https://doi.org/10.29140/vli.v13n1.1234>
- Al-Athwary, A. A. H. (2016). The semantics of English Borrowings in Arabic Media Language: The case of Arab Gulf States Newspapers. *International Journal of Applied Linguistics and English Literature*, 5(4), 110–121. <https://journals.aiac.org.au/index.php/IJALEL/article/view/2367>
- Anggraeni, D. (2021). English Borrowing Words in Indonesian Informatics Engineering Articles: Types and Meaning. *Deiksis*, 13(2), 134–144. <https://journal.lppmunindra.ac.id/index.php/Deiksis/article/view/7629/3982>
- Ariyati, L. M. (2014). The Analysis of English Loan and Borrowing Words by Information and Technology Writers in Thesis Abstract. *Jurnal Sosial Humaniora*, 7(1), 226–253. <https://iptek.its.ac.id/index.php/jsh/article/view/590>
- Arman, D. (2018). Perdagangan Lada di Jambi Abad XVI–XVIII. *Handep: Jurnal Sejarah Dan Budaya*, 1(2), 81–105. <https://handep.kemdikbud.go.id/index.php/handep/article/view/17>

- Chojimah, N., & Widodo, E. (2021). The Borrowing Process of English Covid-19-Related Words into Indonesian. *Humanus*, 20(2), 183–197. <https://media.neliti.com/media/publications/398631-the-borrowing-process-of-english-loanwor-9e4b7bff.pdf>
- Dashti, F., & Dashti, A. A. (2017). Morphological Adaptation of English Loanwords in Twitter: Educational Implications. *International Journal of Higher Education*, 6(7), 231–248. <https://www.sciedu.ca/journal/index.php/ijhe/article/view/11644>
- Gustara, R. A. (2015). English Borrowing in Indonesian Language Spoken by Indonesian Language Spoken by Indonesian Teenagers in Junior High School. *Passage*, 3(3), 110–115. <https://ejournal.upi.edu/index.php/psg/article/view/21193>
- Hoque, M. A., Ali, M. M., Puteh-Behak, F., & Baharun, H. (2021). Lexical borrowings from the English language into Bangla short stories. *Journal of Language and Linguistic Studies*, 17(1), 158–172. <https://www.jlls.org/index.php/jlls/article/view/2318>
- Isarankura, S. (2018). The Effects of Stress and Tones in Thai on the Pronunciation of English Polysyllabic Loanwords among Thai EFL Students. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 11(2), 66–83. <https://so04.tcithaijo.org/index.php/LEARN/article/view/161528>
- Jayantini, I. G. A. S. R., Yadnya, I. B. P., Suparwa, I. N., & Puspani, I. A. M. (2017). Translating English Medical Terms into Indonesian: A Study of Phonological Translation and Spelling Adjustment. *International Journal of English Language & Translation Studies*, 5(3), 87–95. https://www.academia.edu/68469738/Translating_English_Medical_Terms_into_Indonesian_A_Study_of_Phonological_Translation_and_Spelling_Adjustment
- Juliawan, M. D. (2017). An Analysis of Phonemic and Graphemic Changes of English Loanwords Bahasa Indonesia Appearing in Magazine Entitled. *International Journal of Language and Literature*, 1(1), 53–64. <https://ejournal.undiksha.ac.id/index.php/IJLL/article/view/9618/6122>
- Mushait, S., & Al-Athwary, A. A. H. (2020). Plural and Gender Inflection of English Loanwords in Colloquial Saudi Arabic. *Arab World English Journal*, 11(3), 276–293. <https://doi.org/DOI:https://dx.doi.org/10.24093/awej/vol11no3.17>
- Muziatun, Saud, J., & Halada, N. A. (2021). An Analysis of Borrowing Words in Destination Indonesian Magazine. *Indonesian EFL Journal*, 7(1), 51–58. <https://journal.uniku.ac.id/index.php/IEFLJ/article/view/3990>
- Nurweni, A. (2013). Meaning of English Loanwords in Indonesia Articles of Sport. *Humaniora*, 25(2), 184–195. <https://journal.ugm.ac.id/jurnal-humaniora/article/view/2361>
- Osoblivaia, T. (2023). *Variations of English Around the World*. <https://www.polilingua.com/blog/post/variations-of-english-around-the-world.htm>
- PascaPBI. (2012). *Beberapa Alasan Mengapa Bahasa Inggris Menjadi Bahasa Internasional*. <https://pascapbi.uad.ac.id/beberapa-alasan-mengapa-bahasa-inggris-menjadi-bahasa-international/>
- Pawitra, I. G. N. G., Suastra, I. M., & Laksmi, L. P. (2023). English Borrowing Words in JagatPlay News Articles. *Langua: Journal of Linguistics, Literature, and Language Education*, 6(2), 11–22. <https://journals.indexcopernicus.com/api/file/viewByFileId/1854923>
- Rohbiah, T. S. (2019). English Lexical Loanwords in Indonesian: Exploring in Tourism Magazine. *Journal of English Language Teaching and Literature (JELTL)*, 2(2), 110–119.
- Satriani, E. (2018). An Analysis of English Loanword Used in Riau Pos Daily Newspaper. *ELT-Lectura: Jurnal Pendidikan*, 5(2), 103–116. <https://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/2149>
- Slaba, O., Padalko, Y., Vasylenko, O., & Parfenova, L. (2021). Functional Aspects of Interlingual Borrowings: Current Challenges. *Arab World English Journal*, 12(3), 318–329.
- Sumarni, N. (2022). Sejarah Kesultanan Jambi Menurut Naskah “Ini Sajarah Kerajaan Jambi.” *Malay Studies: History, Culture and Civilization (MALAY)*, 1(1), 1–17. <https://ejournal.lp2m.uinjambi.ac.id/ojs/index.php/malay/article/view/1428>
- Supeni, S., & Fauziah, A. (2018). English Loan Words on Indonesian Health Articles in Online News Pages. *Journal of English Language and Literature*, 3(20–34). <https://journal.stibaieic-jakarta.ac.id/ojs/index.php/jell/article/view/54/54>
- Zibin, A. (2019). A Phonological Analysis of English Loanwords Inflected with Arabic Morphemes in Urban Jordanian Spoken Arabic. *Sage Open*, 9(2), 1–13. <https://doi.org/http://dx.doi.org/10.1177/2158244019841927>

ACKNOWLEDGEMENT

We want to convey our gratitude to the Faculty of Teacher Training and Education at the University of Bengkulu for their outstanding support and funding of this project. Your gift has been crucial in allowing us to pursue this research, and we are grateful for the trust and investment you have shown in it. Thank you for being so dedicated to developing educational research and allowing scholars like us to contribute to the area.

Author Guidelines

The *LINGUAL: Journal of Language and Culture* is concerned with the study of linguistics and literature. Preference is given to articles of English Literatures, Linguistics, and Social Studies. The journal is published twice a year in May and November presenting articles containing analyses, studies, application of theories, research report, material development, teaching and learning languages and reviews. Contributors are invited from both members of and non-members of the English Department of Udayana University.

SUBMISSION: manuscripts for publication must be in **English language** and sent to the editor one month prior to the first date on the month of the publication. Authors are obliged to register as an author in our OJS site <https://ojs.unud.ac.id/index.php/langunge> and upload the manuscript to this site.

We accept manuscripts with the following classification

1. **An original scientific paper** that presents the results of original research that was not previously published in either full or preliminary form.
2. **A preliminary communication** that contains at least one new scientific fact or result that requires immediate publication, but it should not contain enough details to test the described results, as is the case with original scientific articles.
3. **A review article** that contains an overall review of recent and current research in a specific area. Papers in this category are surveys in nature that should contain critical references and evaluations. The references must be complete enough to permit a good insight into the subject-matter.
4. **A professional paper** that does not have to be based on original research, but it should contribute to the application of well-known research results and present theoretical conceptions.

Length: The length of your manuscript should be around 6 – 10 pages

Detailed **format** of the submission, please use the following template <https://drive.google.com/file/d/0Bw8hLzLQXo1RZXhKVVF5UUIjQXM/view?usp=sharing>

ACCEPTANCE CONSIDERATION:

1. It is important to consider and conclude if the paper makes a valuable contribution to existing knowledge and literature in terms of theory development, new data, new methodology, etc.
2. It is important to match the paper written and submitted according to the Journals Instructions for the authors.
3. It is important to check that the paper written and presented up to publishable standards of the Journal in terms of: whether any concepts have been defined adequately, whether the paper is well structured with coherent argumentation and well integrated, clarity of any statistical data, tables and diagrams, whether the title reflects the contents of the paper accurately, if any part of the paper should be cut out, restructured or further developed.
4. It is important to check appropriateness of referencing in terms of giving adequate credit to other contributors in the field, major omissions and whether the references are complete and written correctly.