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A MINIMALIST ANALYSIS OF ERGATIVE VERBS IN YORÙBÁ

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Abstract

Extant works on Yorùbá have identified some other different sub-classes of verbs in the language, based their classifications on functional, structural, semantic approaches and so on. However, little or no attention is yet to be paid to the sub-class of ergative verbs in the language. Therefore, this paper discusses the in-depth analysis of ergative verbs in Yorùbá, detailing the strategies in the formation of ergative constructions in the language. Twelve (12) native speakers aged 65 and above were purposively selected for structured oral interview based on their proficiency. Data were subjected to syntactic analysis within the confine of the Minimalist Program. Ergative verbs in Yorùbá fall within both simple and complex verbs. In an ergative construction, the subcategorised DP object is copied to the specifier position of the tense phrase (TP) through the specifier position of the light verb phrase (vP) where the nominative case on the T-head (T0) is checked. Yorùbá operates a null subject DP in an ergative construction, consequent upon this, it is invisible to a potential probe c-commanding it. Ergative features were identified on some transitive and splitting verbs. An object DP in an ergative construction occupies the specifier position of a verb phrase (VP) not for (accusative) case checking purpose. An object DP is only copied through the specifier position of the verb phrase (VP) to the specifier position of the outer light verb phrase (vP), an escape hatch that allows it visible to subsequent operations. The process of case checking is delayed at the VP domain so that the T-head (T0) will have it [+case] feature checked by raising the same object DP to the specifier position of the tense phrase (TP).

Keywords: *Ergative verbs, Classification of verbs, Yorùbá, Raising constructions, Minimalist Program*

I INTRODUCTION

The concept of ergativity has attracted the interest of language scholars, particularly in English and some other European languages unlike African languages, where it still remains an uncommon phenomenon (Creissels and Good, 2018; Casaretto, Dimmendaal, Hellwig, Reinohil, and Schneider-Blum, 2020). Traditionally, the term is construed to be used in the demonstration of the link between the subject of an intransitive verb and object of a transitive verb (Anderson, 1968; Lyon, 1968; Filmore, 1968; Woolford, 2015 and so on). According to Comrie (1978), Dixon (1979) and Woolford (2015), transitivity is typologically central to ergativity by definition. Ergativity is morphologically reflected, particularly in absolutive languages while some other languages of different typology attest a syntactic device without a morphological manifestation (Dixon, 1979). Apart from claiming that some languages attest covert ergative case, Bittner and Hale (1996) identify two types of ergative case: active and object shift ergative. To them, ergative case-marks only the external argument in a clause when the direct object DP moves out of the VP domain. Verbs that allow this kind of movement or ergative alternation are termed ergative verbs. They are also referred to as ‘labile verbs’ in English (Read Davison, 1982, 1999; McGregor, 2009; Woolford, 2015). As also claimed in some extant works, both the subject of intransitive sentences and the object of transitive sentences are often discussed in relation to passive constructions because they both share the syntactic characteristic of featuring non-agentive subject (McGregor, 2017; Casaretto, Dimmendaal, Hellwig, Reinohil, and Schneider-Blum, 2020). However, not all languages attest passivisation, Yorùbá for instance, operates only ergativity, and not passive voice. Different methods of forming ergative constructions are suggested in the literature; Keyser and Roeper (1984) for example, identify three steps in the formation of an ergative construction in English: the first is to remove the case from the object and dethematise the subject, the second step is to move the object to the subject position while the third step is to delete the agent role normally assigned to the subject (the spec VP) of the lexical entry. Interestingly, the complexities and duplication associated with the methods identified above have been obviated by the Economy Principle under the assumption of the MP (Chomsky, 1995, 2000). The thematic subject DP is not formed in the numeration when deriving an ergative sentence. The object DP is only copied to the specifier of the tense phrase (TP) through the outer specifier of the light verb phrase (vP) where it is valued nominative case. Yusuf (1998) having a closely related position to the raising method identified above claims that in Yorùbá, an ergative verb inherently has a two-argument structure referred to as agent and theme while only one (theme) is lexicalised on the surface and literally translated as agent.

Both unaccusative and ergative structures allow raising of an object DP of a transitive verb to the subject position (the spec, CP) to check the [+case] feature on the T-head (Yusuf, 1998; Alexadou, Evaraet, and Anagnostopou 2017; Akinbiyi and Ola-orie 2018; Olanrewaju, 2023). In line with Procrastination Principle of the Minimalist Program, assignment of case (to an object DP of the transitive verb) is delayed at the VP domain in an ergative construction (Chomsky, 1995; Hornstein, Nune and Grohmann, 2005; Citko, 2014). Therefore, the raised argument is copied to the spec, IP (the subject position) to check the [+case] feature on the T-head through specifier-head agreement, and be valued nominative case. This paper has four sections: Section One discusses the introduction, Section Two discusses the positions of the relevant extant works on classification of Yorùbá verbs, and ergative predicates. The indept analysis of the syntax of ergativity in Yorùbá is discussed in Section Three while Section Four handles the concluding remarks.

II METHOD

A considerable amount of scholarly works have been done much on the classification of Yorùbá verbs. According to Awóbùlúyì (1978), types of sentences in a language are distinguished from one another primarily by the types of verbs operating in them. He also claims that a verb in Yorùbá can operate in more than one construction type. Therefore, such a verb correspondingly belongs to more than one class of verbs. In line with his assertion above, his sub-classification of Yorùbá verbs is solely based on usage (functions) of verbs with respect to their occurrence in sentences. Thirteen sub-classes of verbs are identified by Awóbùlúyì (1978) as shown below:

- (2-1) Serial verbs (pa jẹ ‘to kill and eat’, sun jẹ ‘to rost and eat’)
- (2-2) Splitting verbs (túnṣe ‘repair’, gbàgbó ‘to believe’)
- (2-3) Echoing verbs (mọ ‘know’ fẹ ‘like’, kù ‘remain’ as used in: Ìwọ nikan ni wọn mọ mí mọ You are the only one they know me with” Èniyàn ò fẹni fẹ ọrò ‘People are never happy to see one prosper’ and Ìwọ ló kù mí kù ‘You are the only person I have got now’)
- (2-4) Complex verbs (rérìn-in ‘to smile’, rántí ‘to remember’, làágùn ‘to sweat’)
- (2-5) Adjectivisable verbs (funfun ‘to be white’, kúrú ‘to be short’ sanra ‘to be fat’)
- (2-6) Nominal assimilating verbs (dùn ‘sweet’, mọ ‘know’ as used in Ìlù náà dùn ún jó sí ‘The drum beat is easy to dance to’ and Ó mọ isẹ é se ‘He knows how to work’)
- (2-7) Particle-selecting verbs (jí ‘to steal’, pè ‘to call’ as used in Ó jí mí ní aṣọ ‘He stole my clothes and Wọn pè Òjọ ní ọlẹ ‘They called Òjọ a lazy drone’)
- (2-8) Report verbs (ní ‘to say that’, lérí ‘to vow’ as used in Olú ní Òun mọ gbogbo wọn ‘Olú said he knew them all’ and Wọn lérí pé àwọn kò ní lọ ‘They vowed that they would not go’)
- (2-9) Impersonal verbs (yẹ ‘to be fitting’, tọ ‘to be morally right’ as used in Ó yẹ láti wà nìbẹ ‘It fits (is good) to be there’ and Ó tọ láti wà nìbẹ ‘It right (good) to be there’)
- (2-10) Causative verbs (mú ‘cause’, sọ ‘make’ as used in Olú mú mí bínú ‘Olú made angry’ Wọn sọ Olú di ọgá ‘They made Olú a master’)
- (2-11) Symmetrical verbs (bí as used in Àwọn akẹkọọ náà bí inú (bínú) gidigidi ‘The students were terribly annoyed’ and Inú bí àwọn akẹkọọ náà gidigidi ‘The students were terribly annoyed’)
- (2-12) Interrogative verbs (dà and ńkọ as used in Olùkọ náà dà? ‘Where is the teacher?’ and Ọmọ náà ńkọ? ‘Where is the child?’)
- (2-13) Imperative verbs (jọ (jòwọ), pẹlẹ as used in E jòwọ ‘Please sir’ and Hello sir’)

It is however discovered that ergative verbs as a sub-class of verbs are left out in the classification discussed above, consequent upon the classification of verbs according to their functions in Yorùbá sentences. Therefore, there is a need to incorporate other criteria like structure, syntactic behaviour and so on (Read Táíwò, 2018) to be able to adequately and truely capture the correct sub-classification(s) of Yorùbá verbs.

Bámgbosé (1990) classifies verbs based on their behaviours in Yorùbá sentences. Apart from the thirteen sub-classes identified by Awóbùlúyì (1978) above, he identifies action verbs (lọ ‘go’, rà ‘buy’ and so on) and complement-selecting verbs. He refers to serial verbs as modifying verbs, and classifies complement-selecting verbs into two: reported and non-reported verbs. Unlike its reported verb counterpart, a non-reported verb is not used in a reported speech as shown in the examples below.

- (1) a. Oyè wí pé òun rí ọmọ náà.
Oyè say that he see child the
‘Oyè said he saw the child.’
- b. Ó rò pé mo wá.

He think that I come
 ‘He thought I came.’ (Bámgbóṣé, 1990:148)

Unlike (1a) above, (1b) is never used as a reported speech in Yorùbá.

2.1 RESEARCH DESIGN

Yusuf (1998) identifies ergative constructions in Yorùbá citing (2) below as an example. Although his explanation on ergativity still needs more descriptive adequacy, however, the work serves as an eye opener that Yorubá operates ergative predicates (Oláńrewájú, 2023: 85).

- (2) Ọsàn tà dáadáa ní ọdún yíí.
 Ọsàn sell good at year this
 ‘There is market for oranges this season.’

It is discovered that the example in (2) above does not adequately capture the syntactic behaviour of ergative verb in the language. The transitive verb *tà* ‘sell’ as used in (2) above does not even satisfy the constituent-selection requirement of lexical verb *tà* ‘sell’ selecting the DP *ọsàn* ‘oranges’ in the example. The DP *ọsàn* enters the derivation at the spec VP, before it is internally merged at the spec TP through the spec vP. Another important observation on (2) is that, if the ADVP hosting both the adverb *dáadáa* ‘good’ and the PP *ní ọdún yíí* ‘in this year’ is removed from the clause, then, presupposedly raising the object DP of *tà* ‘sell’ to the subject position in line with Unitary Theta Argument Hypothesis (UTAH) changes what the object DP experiences, and consequently crashes the intended or ergative meaning of the clause as shown in (3b) below:

- (3) a. Gbogbo wón ta ọsàn
 All they sell orange
 ‘They all sold oranges.’
 b. Ó ta ọsàn
 He sell orange
 ‘He sold oranges.’
 c. Ọsàn tà wàràwàrà.
 Ọsàn sell fast
 ‘There is market for oranges’

The implication borne out this is that neither (2) nor (3b) above is an ergative equivalent of (3a).

In (3b) above, the presupposedly raised object DP *ọsàn* ‘oranges’ does not function as the theme unlike *ata*. ‘perper’ in (4b) below:

- (4) a. Oyè bọ ata
 Oyè boil pepper
 ‘Oyè boiled the pepper’
 b. Ata náà bọ
 Pepper the boil
 ‘The pepper was boiled’

In a nutshell, the subject DP of an ergative construction is base-generated at the object position of a transitive verb. (Bittner & Hale, 1996; Yusuf, 1998; Woolorf, 2015; Akinbiyi and Ola-orie 2018),. Therefore (2) above repeated as (5a) below for ease of reference is (semantically) equivalent to (5b and c) below:

- (5) a. Ọsàn yóò yá dáadáa ní ọdún yíí.
 Orange will be-fast good in year this
 ‘Oranges sell very fast this season.’

- b. Ojà ọsàn yòò yá dáadáa ní ọdún yí.
Market orange will be-fast good in year this
'There will be market for orange this season.'
- c. Ọsàn títa yóò yá dáadáa ní ọdún yí.
Orange selling will be-fast good in year this
'There will be market for orange this season.'
- (Olánrewájú, 2023: 86)

The examples in (5a-c) pass the same message that 'orange market will be quite interesting this year'. There is a possibility for an orange seller to sell oranges even when the market (for orange selling) is not fast/interesting. The implication borne out of this is that not all transitive or diadic predicates (Lamidi, 2000) can feature in ergative constructions in Yorùbá. Consequent upon this, there is a need to identify ergative verbs as a sub-class of verbs in the language.

III RESULTS AND DISCUSSION

3.1 MINIMALIST ANALYSIS OF ERGATIVE VERBS IN YORÙBÁ

Similarly to some other classes of verbs in Yorùbá, ergative predicates also correspondingly belong to some other sub-classes of verbs according to the classification in the extant literature (Awóbùlúyì, 1978, Bámgbósé, 1990). Take for instance, *já* 'to cut' and *padé* 'to close' are both examples of ergative verbs in (6a and b) below. *Já* 'to cut' can still be classified under transitive verbs (as shown in (6c)) while *padé* 'close/shut' still also belongs to the sub-class of splitting verbs (as shown in (6d)).

- (6) a. Okùn náà ti já.
Rope the have cut
'The rope has cut.'
- b. Fèrèsé náà padé.
Window the close
'The window was closed.'
- c. Oyè ti já okùn náà.
Oyè have cut rope the
'Oyè has cut the rope.'
- d. A ti pa fèrèsé náà dé.
We have close window the shut/close
'We have closed the window.'

Ergative verbs are inherently transitive, they spread beyond just a sub-class of verbs. Therefore, their c-selection requirement must be satisfied by selecting object DPs, that is, themes that internally merge at the spec vP positions (escape hatches) to be visible for subsequent syntactic operations. According to Woolford (2015), ergative subject position is dethematised, that is, an ergative verb is specified with ergative feature that removes the ability of a verb to theta-mark a DP as its subject. Consequently, the object DP moves through the spec vP to the spec TP). To Yusuf (1998), using a previous model of generative grammar (PPT), an ergative sentence does not operate an overt subject (the position for the agent is vacant yet there is INF that discharges its nominative case feature), therefore, the object functioning as the theme is raised to the subject position to normalise the syntactic relation. Examples of ergative verbs in Yorùbá are shown in (7) below:

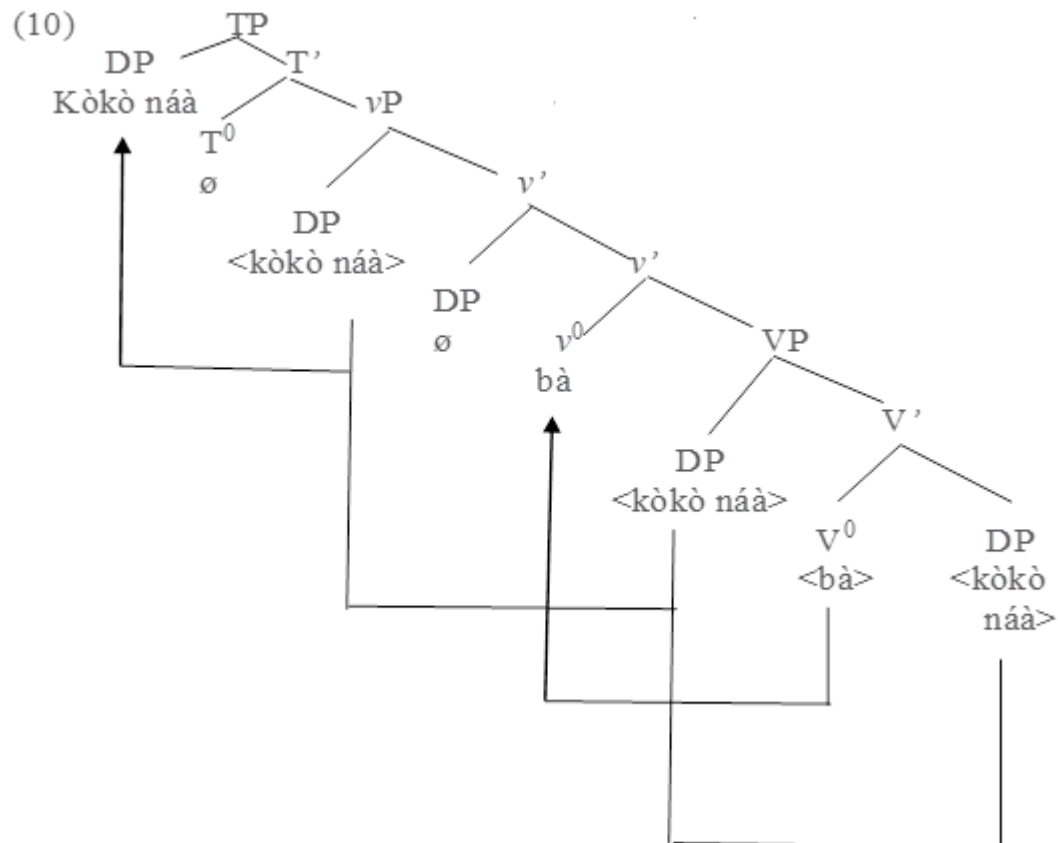
- (7) bà (to ferment) bẹ (to burst),
bó (to peel) bọ (to boil)
bù (break) dá (break)
dẹ (to loose) gé (to cut)

gò (to be stupid/foolish) là (open)
 pón (ripe) gbó (to be old)
 wó (to bend) sún (to shift)
 sá (to fade) sẹ́ (to break)
 tán (to finish) tè (to bend)
 tó (to be straight) wó (to collapse)
 pá (to be bald) já (to cut) and so on.
 (Olánrewájú, 2023: 85)

Each of the (transitive) verbs in (7) above has c-selection requirement to be satisfied, consequently, each of them subcategorises a (DP) complement which is raised through the spec vP to the spec TP to check the (+nominative) case feature on the T0. It is therefore hypothesised that, in an ergative construction in the language, the subject (DP) is abstract, therefore it is invisible to be sighted by the abstract T0 (Yusuf 1998), consequently, the T0 still needs to search further through its c-command domain to locate the object (DP), a potential goal and attracts it to the spec TP for [+case] feature valuation. To set our discussion on concrete footing, it is necessary to show how some of the identified verbs above are operated in ergative constructions in the language.

- (8) a. Agbẹ náà ba kòkó rẹ.
 Farmer the ferment cocoa his
 ‘The farmer fermented his cocoa seeds.’
 b. Àwọn àgbẹ ba kòkó wọn.
 They farmers ferment cocoa their
 ‘The farmers fermented their cocoa seeds.’
 c. Kòkó náà bà.
 Kòkó the be-ferment
 ‘The kòkó (seeds) were fermented.’
- (9) a. A ti bu àwọn iṣu náà.
 We have cut they yam the
 ‘We cut the yam tubbers.’
 b. È má bu àwọn iṣu náà.
 You NEG cut they yam the
 ‘Do not can cut the yam tubbers.’
 c. Àwọn iṣu náà bù.
 They yam the break/cut
 ‘The yam tubbers broke/cut’

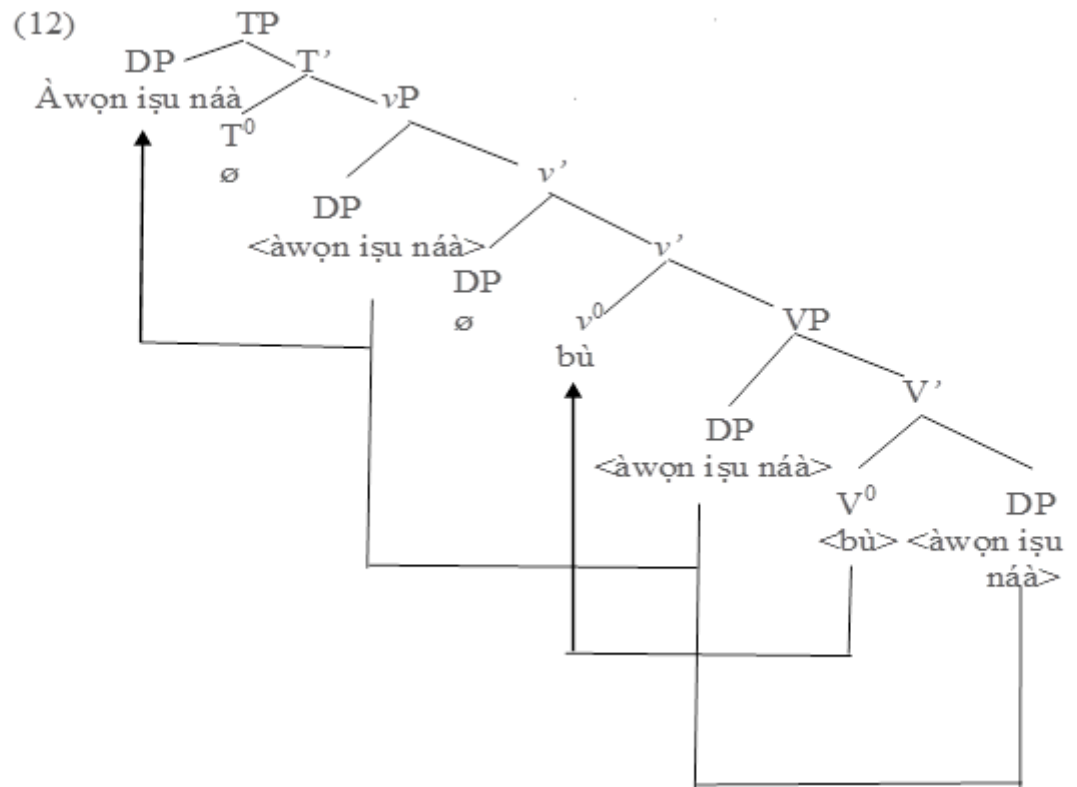
Each of the transitive verbs in (8a and b) and (9a and b) has its c-selection requirement (thematic role) satisfied by the merge of its DP object. Also, their subject DPs are merged at the spec vPs in line with the Predicate-Internal Subject Hypothesis (PISH). In (8c) and (9c), the object DPs are raised to the spec TP through the outer spec vP to check the [+case] feature on the T0. Example (8c) is phrase-marked as (10) below;



The derivation in (10) is as follows: The lexical verb bà ‘ferment’ merges with the direct object DP kòkò náà ‘the cocoa’ to project the VP in line with c-selection requirement of the transitive verb bà ‘ferment’. The direct object DP kòkò náà ‘the cocoa’ is copied to the specifier position of the verb phrase (VP) which serves as the escape hatch for the object DP kòkò náà ‘the cocoa’. After this, the abstract performative light v-head (v^0) is merged with the verb phrase (VP) to project the light v-bar while the strong vF on the light light v-head (v^0) attracts the transitive verb bà ‘ferment’ to be adjoined to itself. Then, the abstract subject DP (Yusuf, 1998) is externally merged at the inner spec vP in line with the PISH while the direct object DP kòkò náà ‘the cocoa’ is copied to the outer spec vP so as to be licensed from the Phase Impenetrability Condition (PIC). This makes it visible to subsequent syntactic operations. The derivation proceeds by merging the abstract T^0 with the vP to project the T-bar. The T^0 as a probe attracts the object DP kòkò náà ‘the cocoa’ to the spec TP to check its [+EPP] feature. Consequently, the T^0 has its [+case] feature checked simultaneously. The derivation above suggests that the object DP is base-generated in a theta-marked position within the VP domain, and typically moves into the EPP-marked specifier position within the TP by the application of raising. Following the theta criterion in (11) below, it moves to satisfy only [+EPP, case] feature valuation not theta criterion (Chomsky, 1981, Radford, 1997, 2009). The lexical verb bà ‘ferment’ bears a low tone in (10) above because the direct object DP kòkò náà ‘the cocoa’ is no longer visible to the PF interface at the base-generated position associated with its grammatical function.

- (11) Each argument bears one and only one θ -role, and each θ -role is assigned to one and only one argument (Comsky, 1981: 51; Olanrewaju, 2017: 32)

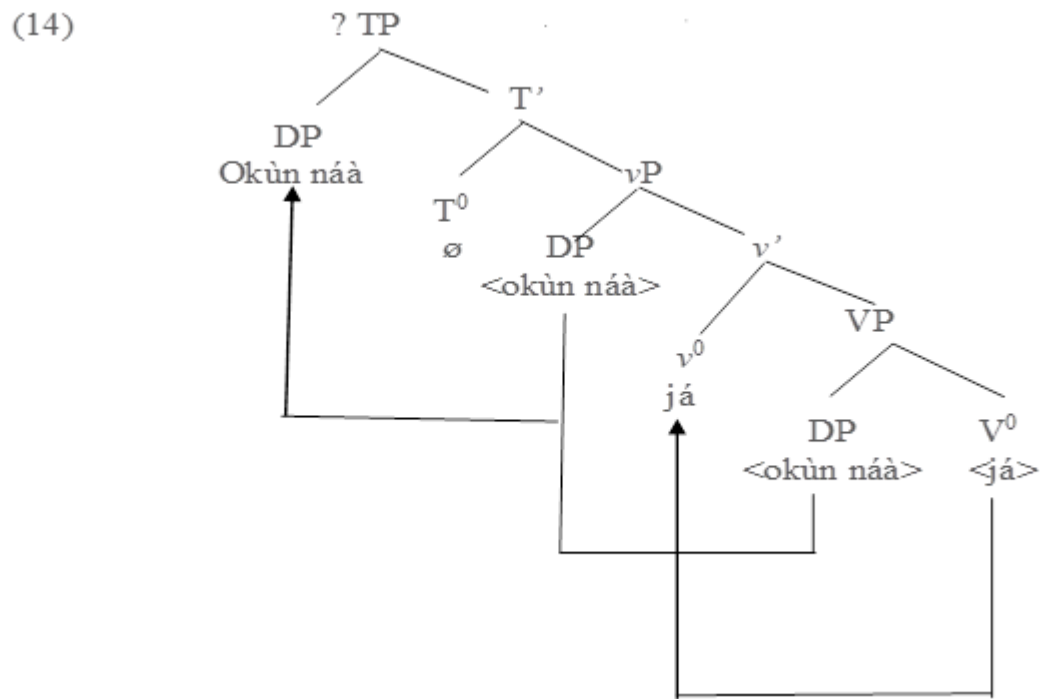
The example in (9c) is equally phrase-marked as (12) below for a better illustration.



Similarly to what is applicable in (11) above, the object DP *àwọn iṣu náà* ‘the yam tubbers’ is copied to the spec TP through the outer spec vP to check the [+EPP] feature on the T0.

Also, the assumption that the derivation of (13a) below is as shown in phrase-marker in (14) is descriptively inadequate and misleading consequent on the fact that the thematic feature properties of the lexical verb *já* ‘to cut’ is not properly considered.

- (13) a. *Okùn náà já.*
 Rope the cut
 ‘The rope cuts/the rope was cut’
- b. *Wọn já okùn náà.*
 They cut rope the
 ‘They cut the rope.’



The derivation in (14) above is as follows: The subject DP *okùn náà* ‘the rope’ is externally merged with the lexical verb *já* ‘to cut’ to project the VP *okùn náà já* ‘the rope cuts’ in line with the PISH. The derivation proceeds by merging the abstract performative light *v0* with the VP to project the v-bar while the strong *vF* on the light *v0* attracts the lexical verb *já* ‘to cut’ to adjoin to itself. Then, the subject DP *okùn náà* ‘the rope’ is internally merged at the spec vP. The derivation proceeds by merging the abstract *T0* with the vP to project the T-bar. The *T0* as a probe attracts the subject DP *okùn náà* ‘the rope’ to the spec TP to check its [+EPP, case] feature. The derivation in (14) above is unsubscribed to, consequent upon the singular reason that it captures the verb as a monadic predicate or one place predicate (Lamidi, 2000), and not as an ergative verb. Not all transitive verbs can feature in ergative constructions. Let consider the examples below:

- (15) a. Olú jẹ ẹja gbígbe ní àná .
 Olú eat fish dried in yesterday
 ‘Olú ate dry fish yesterday.’
- b. Wón jẹ ẹja gbígbe ní àná .
 They eat fish dried in yesterday
 ‘They ate dried fish yesterday.’
- c. *Eja gbígbe jẹ _____ ní àná .
 Fish dried eat in yesterday
- (16) a. Oḍe pa ejò.
 Hunter kill snake
 ‘The hunter killed a snake.’
- b. Wón pa ejò.
 They kill snake
 ‘They killed a snake.’
- c. *Ejò pa _____
 Snake kill
- (17) a. Amọkọkò yí ìkọkò amọ náà.
 Potter roll/turn pot clay the

- ‘The potter turned the clay pot.’
- b. Wón yí ìkòkò amò náà.
They roll/turn pot clay the
‘They turned the clay pot.’
- c. Ikòkò amò náà yí
Pot clay the turn
‘The clay pot was turned.’

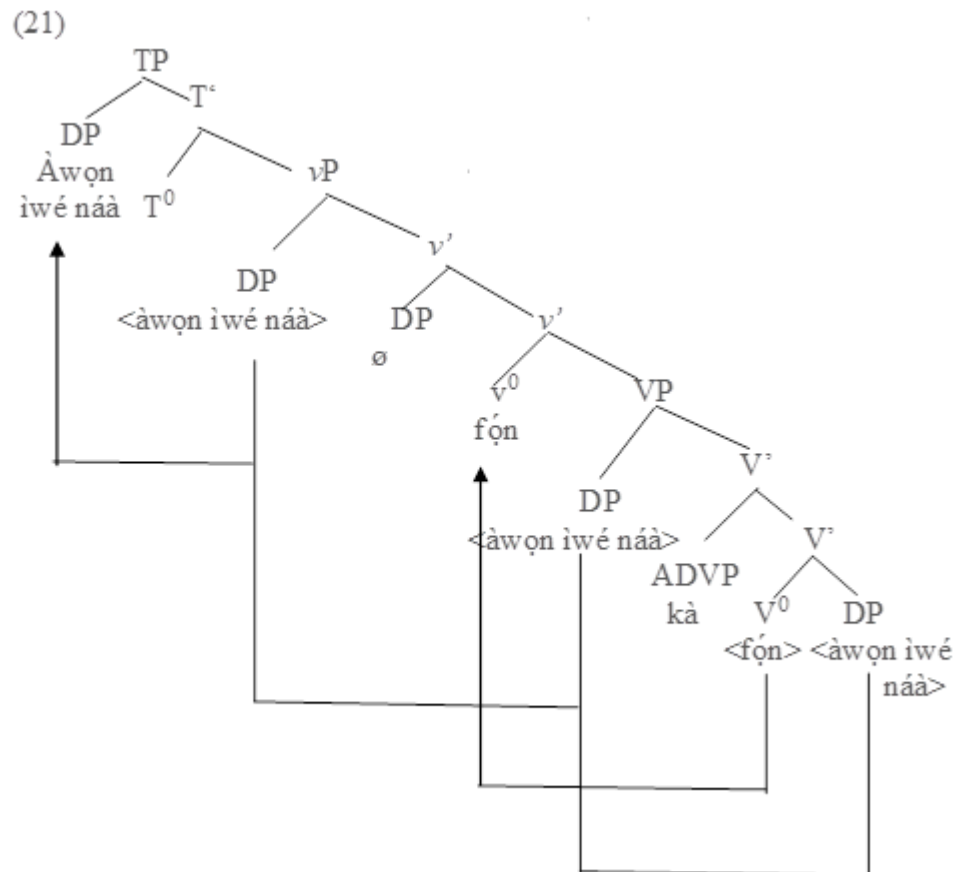
Unlike (17c), examples (15c) and (16c) are unacceptable in the language. Two implications are borne out of the ill-formedness of (15c) and (16c) above: one, Yorùbá does not operate passive constructions unlike English or some other Indo-European languages as evident in the English equivalent of the example (17c) above (that is, the gloss). Two, not all Yorùbá transitive verbs can have their accusative case unchecked at the VP domain (Read Yusuf, 1998; Woolorf, 2015).

3.2 SPLITTING VERBS AND ERGATIVITY

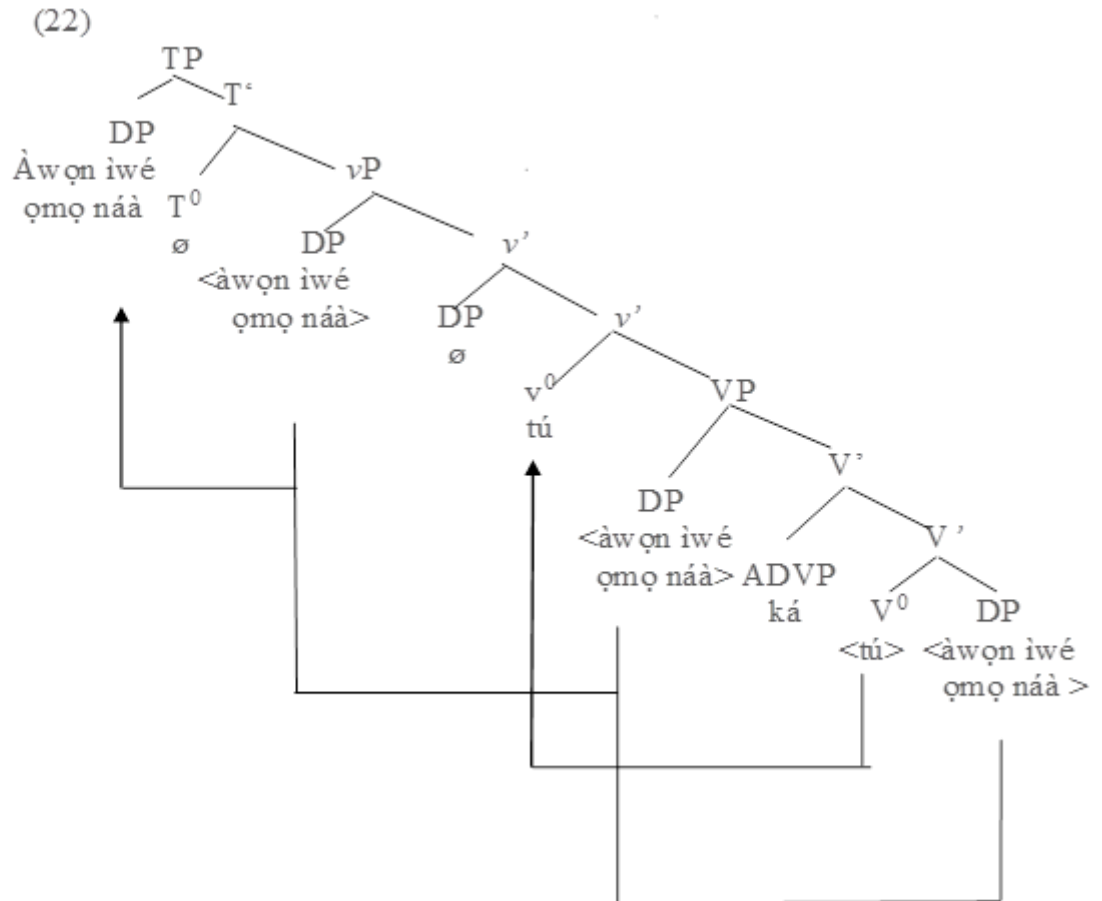
Splitting verbs according to Awóbùlúyì (1978, 2013) are classified as verbs that can be split into two halves while the object is inserted between them, among the examples cited are: bàjé ‘damage or spoil’, báwí ‘to scold or rebuke’, rẹ́jẹ ‘to cheat or swindle’, gbàgbọ́ ‘to believe’, bèwò ‘to visit’, padé ‘to close’ and so on. It is equally important to note that not all splitting verbs can be operated in ergative constructions as applicable to simple transitive verbs. Examples of splitting verbs that feature in ergative constructions are: bàjé ‘to damage or get spoilt’, padé ‘to close’, papọ́ ‘to combine or mix’, túká ‘to disperse’ and so on. For the purpose of descriptive adequacy, let us consider how ergativity is evident in the examples below:

- (18) a. Wón fón àwọn iwé náà ká.
They spread they book the PSM
‘They spread/scattered the books.’
- b. Àwọn iwé náà fónká.
They book the scatter/spread
‘The books were scattered/spread.’
- (19) a. Ìyá arugbó náà tu ìwe ọmọ rẹ ká.
Mother old the scatter book child her PSM
‘The old woman scattered her child’s books.’
- b. Wón tu ìwe ọmọ náà ká.
They scatter book child the PSM
‘They scattered the child’s books.’
- c. Àwọn iwé ọmọ náà túká.
They book child the scatter
‘The child’s books got scattered.’
- (20) a. Olú tún ìjokò náà şe.
They PSM seat the do
‘They repaired the seat.’
- b. *Ìjókò náà túnşe.
Seat the repair

The example in (20b) above is ill-formed because Yorùbá does not operate the splitting verb túnşe ‘to repair’ in an ergative construction. Both the DPs iwé náà ‘the book in (18b) and àwọn iwé ọmọ náà ‘the child’s books’ in (19c) are raised from their VP domains to the spec TPs. Example (18b) is phrase-marked as (21), while (19c) is phrase-marked as (22) below:



The derivation in (21) is as follows: The lexical verb *fón* ‘spread/scatter’ merges with the direct object DP *àwọn ìwé nàà* ‘the books’ to project the V-bar in line with c-selection requirement of the verb. Then, the post-modifier *ká* (Bámgbósé, 2000) is internally merged at the inner spec VP. After this, the object DP *àwọn ìwé nàà* ‘the books’ is internally merged at the outer spec VP, the escape hatch for PIC. The derivation proceeds by merging the abstract performative light *v0* with the VP to project the v-bar while the strong *vF* on the light *v0* attracts the lexical verb *fón* ‘spread/scatter’ to adjoin to itself. The abstract subject DP is externally merged at the inner spec vP to satisfy the PISH. The direct object DP *àwọn ìwé nàà* ‘the books’ is copied to the outer spec vP so as to be licensed from the PIC. This makes it visible to subsequent syntactic operations. The derivation proceeds by merging the abstract *T0* with the vP to project the T-bar. The *T0* as a probe attracts the raised DP *àwọn ìwé nàà* ‘the books’ to the spec TP to check its [+EPP] feature. The {+case} feature on the *T0* is simultaneously checked alongside the [+EPP] feature.



Similarly to (21) above, the object DP àwọn iwé ọmọ náà ‘the child’s books’ in (22) above is copied to the spec TP through the spec vP, the escape hatch, to have the [+EPP] on the T0 checked. The derivation is as follows: The lexical verb tú ‘scatter’ merges with the direct object DP àwọn iwé ọmọ náà ‘the child’s books’ to project the lower V-bar in line with c-selection requirement of the verb. Then, the post-modifier ká (Bámgbósé, 2000) is externally merged at the inner spec VP. The object DP àwọn iwé ọmọ náà ‘the child’s books’ is copied to outer the spec VP to be valued accusative case. The derivation proceeds by merging the abstract performative light v0 with the VP to project the v-bar, while the strong vF on the light v0 attracts the lexical verb tú ‘scatter’ to adjoin to itself. The abstract subject DP externally merges at the inner spec vP to satisfy the PISH. The direct object DP àwọn iwé ọmọ náà ‘the child’s books’ is copied to the outer spec vP so as to be licensed from the PIC. This makes it visible to subsequent syntactic operations. The derivation proceeds by merging the abstract T0 with the vP to project the T-bar. The T0 as a probe attracts the raised DP àwọn iwé ọmọ náà ‘the child’s books’ to the spec TP to check its [+EPP] feature. Suffice to equally note that the [+case] feature on the T0 is simultaneously checked alongside the [+EPP] feature through specifier and head agreement. The abstract subject DP is not visible to the PF interface; therefore, it cannot be internally merged at the spec TP to check the [+case] feature on the T0 consequent on the invisibility (Yusuf, 1998).

IV CONCLUSION

This paper investigated the syntax of ergative verbs in Yorubá detailing the methods of forming ergative constructions. Ergative verbs belong to the class of contentives in the language. Apart from the different sub-classes of verbs like serial verbs, splitting verbs, echoing verbs, complex verbs, adjectivisable verbs, nominal assimilating verbs, repot verbs and so on identified in the existing literature, ergative verbs as a sub-class of verbs are attested in the language. Following Awóbùlúyí’s (1978, 2013) position that verbs that are used in more than one or two different constructions invariably belong to more than one or two sub-classes of verbs, ergative verbs also fall into more than one or two sub-classes of verbs in the language. In an ergative construction, the spec TP, that is, the raised constituent is base-generated within the VP domain before it is copied through the spec vP to its landing site (the spec TP) where it has its [+EPP, +case] feature checked. To gain a deeper understanding of the syntax of ergativity, researchers should indeed explore ergative structures in other African languages.

This will invariably provide a more comprehensive understanding of the phenomenon, and reveal language-specific and universal aspects, particularly on how ergative constructions are formed.

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A GLIMPSE INTO READING PREFERENCES: A CASE STUDY OF JUNIOR HIGH SCHOOL STUDENTS AND TEACHERS

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Abstract

This qualitative case study examines the reading habits and preferences of students at Muhammadiyah 13 Junior High School in Surabaya, East Java. Data were gathered using semi-structured interviews with two students and one English instructor to obtain insights into students' preferred reading materials, learning challenges, and effective learning practices. The research revealed that students exhibit a greater interest in reading captivating novels that have sympathetic characters and tackle contemporary societal concerns, as such texts facilitate personal connections with the material. Participants were queried about their favored reading subjects during the interview. The result indicated an interest in leisure and lifestyle, education, profession, and fashion. The teacher indicated tastes for fashion, art, and history. These replies underscore the range of themes that resonate with both students and teachers, emphasizing the necessity of providing broad reading materials to cater to varying interests. Students have considerable obstacles in cultivating robust reading habits, chiefly attributable to inadequate literacy abilities and insufficient motivation. These problems are frequently associated with uninspired and repetitive pedagogical approaches. To augment reading engagement, both the student and teacher highlighted the necessity for interactive learning tactics, including hands-on activities and group projects, which promote cooperation, involvement, and enhanced comprehension.

Keywords: *Education, Reading materials, Reading preferences*

I INTRODUCTION

Students' reading abilities can be honed, and they can make strides with the craving or inspiration for study. By reading, students can get, commit, and prepare their thoughts; afterward, they can execute them in their social activities (Zare & Othman, 2013). As it were, it can extend students' adoration of reading by recognizing the interface and needs of these students and directing them toward them. It increases students' motivation to read, allowing them to follow their interests while choosing what to read. (Aydin and Ayranci, 2018).

An inclination to read lets students fulfil their individual needs and progress development levels, and it guarantees opportunities for supposition, arrangement, and reflection (Hussain & Munshi, 2011). There are different strategies and techniques to create and move forward students' reading intrigued, among which is being aware of the pupil's reading inclination.

Concerning improving reading aptitudes, the need for reading inclinations ought to be given to make reading more alluring and make diverse goals encourage reading and reading habits in children and teenagers. (Mart, 2015). Their interface conjointly setting may be regarded as the elemental thought processes that enable them to secure data (Arthi & Srinivasan, 2018). They ought to get information, and comprehension leads them to examine books, magazines, and journal articles, and consider papers. Moreover, Hussain and Munshi (2011) state that by pursuing inclinations, all people may be divergent in concurring on their exact age group(s) and needs. of data.

When choosing books for students, it is just as important to consider their preferences as to look into their needs. (Bouchamma, Poulin, Basque, & Ruel, 2013). Materials that students are probably going to be curious about are the primary organizers to discover their reading preference because, notwithstanding how challenging or straightforward the content may be, if it is not energizing to the students, it would get monotonous or challenging to examine (Celik, 2017)

Students may postpone their studies unless they find resources that engage their interest. Young people prefer light and enjoyable reading, often choosing books that provide pleasure and education (Jacobs, 2014). When they can choose what they read and explore topics that interest them, they are more likely to stay motivated and enthusiastic about their learning. This autonomy in selecting reading material can significantly enhance their eagerness to study.

Readers need to take the time to consider key aspects when selecting reading materials (Alshammari, 2015). Critical factors influence students' choices, including their reading levels, preferences, interests, needs, and prior knowledge. Additionally, the content is connected to other important elements, such as its substance, relevance, and authenticity (Arias, 2007). Various materials,

including newspapers, magazines, books, short stories, and textbooks, are suitable for readers. Through these reading materials, students can engage with the text meaningfully. They can read for different purposes, such as enjoyment, comprehension, or analytical study.

Students are examined to explore thoughts, discover arrangements, investigate information, or engage in their spare time. Two approaches can be utilized in extending reading abilities, specifically broad and in-depth reading (Erfanpour, 2013); they are considered an extremely beneficial strategy for raising pupils' reading comprehension abilities. Previous Studies at all educational levels have examined students' reading preferences. (Hussain and Munshi, 2011; Bouchamma et al., 2013; Shonfeld & Meishar-Tal, 2016; Aharony & Bar-Ilan, 2018; Lestari, 2018; Eutsler & Trotter, 2020).

Examining junior high school students' choices is difficult due to the quickly evolving social dynamics and technological developments. Even while previous studies have shed light on several facets of teenage behavior and preferences (Hussain & Munshi, 2011; Bouchamma et al., 2013; Shonfeld & Meishar-Tal, 2016; Aharony & Bar-Ilan, 2018; Lestari, 2018; Eutsler & Trotter, 2020), there is still a great deal to learn about the unique preferences and choices of this age group, particularly in educational contexts. Research has frequently concentrated on more general educational goals or psychological growth, focusing less on subtle preferences for learning aids, extracurricular activities, peer relationships, and curriculum design. Therefore, this study aimed to explore the students' interests and preferences in reading materials. This method would allow for a predictive grasp of new trends and preferences among junior high school kids and offer a more accurate portrayal of current preferences.

II MATERIALS AND METHOD

A case study is an in-depth exploration of a bounded system based on extensive data collection (Creswell, 2012). The qualitative case study method is especially suitable for understanding and assessing social phenomena within natural settings by exploring human analysis and observations' deep, complex, and multi-dimensional features. students' reading behaviors and inclination within a practical context. The case study approach allows the researcher to obtain rich, detailed qualitative data regarding the unique experiences, motivations, and challenges encountered by a specific student and teacher at Muhammadiyah 13 Junior High School, which would be unattainable through extensive quantitative methods.

In this research, semi-structured interviews were employed as the primary data collection technique, and detailed information from participants was collected through open questions. As a result, this approach has allowed for an elaborate review of the respondents' opinions, experiences, beliefs, and attitudes about the subject of the investigation.

The case study method is integrated into the research design to deepen the understanding of interactions between students and teachers, particularly within Muhammadiyah 13 junior high school in Surabaya, East Java. A case study focusing on a particular educational context, such as that of an eighth-grade classroom, provides complex, vivid representations of the dynamics between students and their English teachers.

Research participants included four students and one English teacher. With the teacher's assistance, random sampling was utilized in the selection process to gain variation within differences of opinion. Diversity bolsters the accuracy and clarity of the research findings. The researcher prepared interview questions to capture thoughts and feelings of experiences linked to the main area of study. These were triangulated with the teacher to ensure the validity of the results.

Data from interviews was transcribed to have participants' responses documented in writing. Thematic analysis is therefore employed after transcription in a systematic exploration of the qualitative data. It involved categorizing and scrutinizing the responses to expose patterns, repeating themes, and leading insights. Thematic analysis uncovers underlying meanings and places such findings into the broader context of student-teacher interactions. This case study research enables the researcher to describe a narrative amalgamating primary themes and profound understandings derived from participant responses. This insight provides an all-rounded understanding of the research subject from different perspectives, bringing out the nuances that might be lost in studies with broader coverage.

III RESULTS AND DISCUSSION

3.1 RESULTS

This study aims to comprehend and evaluate students' preferences towards reading text. Knowledge of students' reading preferences is significant in constructing effective learning strategies to

influence their engagement and academic performance. Reading is considered one of the core building blocks of education because it opens an avenue to knowledge, critical thinking, and lifelong learning processes. However, the level of motivation and interest of the students will depend significantly on the materials and topics chosen. In modern learning environments, using and allowing students' interests and matching educational content with their preferences promote interactivity and interest in reading. In this regard, it is essential to identify subject matters and materials that would strike a chord in the students to close the gap between educational goals and student response. Based on interviews conducted with the English teacher and students from grade 7 and grade 8, several important conclusions can be drawn regarding the topic of reading, covering students' interests, challenges faced, preferred learning methods, time constraints, and the need for varied reading materials.

Interest in Reading Materials: Students show a high interest in reading materials related to entertainment, such as articles about K-pop and children's novels. They express a preference for texts that are engaging and relevant to their daily lives. However, they also acknowledge that English reading materials, especially those related to Islamic stories, are still rare. This indicates an opportunity to introduce more reading materials that are not only interesting but also educational, so students can better connect with the content they read. By providing relevant texts, it is expected that students can improve their vocabulary and understanding of English.

Students reveal difficulties in understanding grammar and tenses while reading. They feel that although they can construct sentences, grammar often becomes a barrier to fully comprehending texts. For example, students mention forgetting tenses and struggling to apply correct grammar when reading. This highlights the need for a more focused approach to teaching grammar within the context of reading. By providing deeper explanations and relevant practice, students can better understand how grammar functions in the texts they read, thereby improving their reading skills. Topic preferences indicate that students are already engaged in affinity spaces beyond the classroom, which can serve as effective entry points for creating contextualized and meaningful reading activities.

Students prefer learning methods that involve direct practice, such as discussions and writing, rather than passively reading texts. They state that they better understand material when taught in interactive ways, such as through videos or games. For instance, students mention enjoying learning through videos and engaging in activities like quizzes and group games. This shows that integrating technology and more active learning methods can enhance students' engagement with reading. Creating a dynamic and enjoyable learning environment will motivate students to read and comprehend texts more effectively.

Interviews with the teacher reveal that the available teaching time is very limited, only 40 minutes per session. This can affect the effectiveness of reading instruction, as the short time may not be sufficient to thoroughly cover reading materials. The teacher explains that they often have to rush through the material, which can reduce students' comprehension. Therefore, it is important to consider extending lesson time or developing more efficient teaching modules so that students have enough time to understand and absorb reading content.

Students express a desire for more variety in the types of texts taught, including fables, legends, and biographies. They say they are more interested and engaged when reading diverse texts. This suggests that developing teaching modules that include a variety of reading materials can help increase students' interest and understanding in reading. By providing varied texts, students can explore different themes and writing styles, enriching their learning experience.

Results show that students identify entertainment, lifestyle, career, fashion, and technology as the main themes that benefit them from improving their reading skills. On these bases, the present research brings into view several teaching and learning implications regarding aligning learning content to meet the changing interests of the learner in a world characterized by rapid change. After interviewing the participants, students said they liked some learning materials that they could use as topics to improve their reading skills, such as entertainment, lifestyle, career, fashion, and technology, as reflected in the following excerpt.

I like reading, but I want to work individually because I can manage my time personally. I enjoy reading about entertainment news. For me, it is informative. I like fashion as well. (E-1)

Except 1 above indicates that entertainment news benefits the students. Entertainment could provide important information that is important and up-to-date. Students will get some of the latest trends in their favourite news. Furthermore, some other students like to have a text about fashion, but cannot find it in their textbooks. The interview indicated that students want to improve their speaking,

and reading is one of the ways to promote their ideas. They like to learn from movies and songs to get new vocabulary. They believe they can learn new words by listening to their favourite music. On the other hand, the students also mentioned some materials they did not like to hone their reading skills, such as history, online games, and sports.

Reading is sometimes difficult for them because they do not know the content, as reflected in the following excerpt.

Reading is sometimes tricky for me. I asked my teacher if I didn't understand the content. I like watching movies and listening to the latest songs. I underline the new words I don't understand, and that's how I developed new vocabulary. (E-2)

Excerpt 2 describes that when reading texts, students are more inclined to interact with them when they comprehend and find them relevant. Students may become disengaged and detached if the vocabulary is too complicated or the subject matter is unrelated to their lives. This situation may result in a preference for reading things that are easier to understand or more aligned with their interests and past knowledge.

Educators must comprehend these inclinations. Teachers and curriculum developers can create reading materials that are more suited to their students' interests and developmental stages by acknowledging the critical roles that language and content familiarity play in reading engagement. Increasing the number of topics pertinent to the context and progressively introducing sophisticated language within frameworks that reinforce students' prior knowledge could be two ways to do this, as reflected in excerpt 3.

I like Korean artists and their lifestyles. I also like technology. I love Korean songs and read about Korean artists. (E-3)

Excerpt 3 describes the students' interest in Korean musicians, their lifestyle, technology, and Korean songs, indicating a penchant for reading information that is both culturally stimulating and relevant to their interests. This desire reflects a broader trend among Indonesian readers, particularly younger people, who are increasingly interested in global pop culture and technical subjects.

The passage and comments of the teacher reveal the complex interaction between institutional, educational techniques, societal settings, and personal preferences. The student's desire for Korean pop culture, including musicians, songs, and lifestyle, reflects personal taste and the worldwide distribution of cultural capital. Pierre Bourdieu (1986) claims that exposure to socially valued information and behaviours helps pupils to amass cultural capital. In this situation, consuming Korean cultural products, such as K-pop, Korean dramas, and technology trends, offers symbolic capital among peers, hence supporting identity development and a feeling of belonging within a worldwide young culture, as reflected in the following excerpt.

P1&2: I like films, music, and books.

P1: I sometimes read novels.

P2: Children's novels like Disney or Harry Potter. (E-4)

Excerpt 4 indicated that readers interact with a text not alone to obtain knowledge but also to connect it to their personal experiences. This substantiates the notion that students understand and appreciate books more profoundly when the material corresponds with their identities and interests. The student's appreciation for novels such as Harry Potter indicates exposure to prevalent global literature, which can improve language ability, stimulate imagination, and increase familiarity with Western narrative frameworks. This embodied cultural capital (internalized knowledge and taste) serves as a resource in English language acquisition. The students' reading selections also embody their habit. Their deeply rooted habits and dispositions are influenced by social background and educational environment. The selection of readily available, engaging literature (e.g., Disney or fantasy novels) indicates a habitus consistent with popular culture consumption rather than classical literature, implying a working-class or lower-middle-class inclination where reading serves for pleasure rather than elite distinction.

From a sociocultural standpoint, especially Vygotsky's (1978) view of learning as a mediated social process, students' interaction with texts is greatly influenced by their cultural background and social contacts. The student's tendency to read about Korean artists and technology implies that their literacy habits are ingrained in informal learning environments—spaces usually separate from the conventional school curriculum. Though rich and significant, these out-of-school literacy practices are

often ignored in formal education, limiting the connection between students' knowledge stocks and school-based reading objectives.

The teacher's worry that students would grow quickly bored with long and tedious reading materials and their desire for group activities and videos underscores the conflict between multimodal, experiential learning preferences and the uniform literacy standards still in use in classrooms. Although music and video-based education might not immediately improve conventional literacy measures, they can act as scaffolds (Bruner, 1983) that inspire student engagement and close the gap between their world and academic material.

At last, one could see the problem of poor grammar and literacy not only as a lack but also as a mismatch between the kids' language inventories and the normative standards of school literacies. Instead of viewing students' choices as barriers, teachers can view them as chances for culturally relevant teaching. Including culturally relevant themes and progressive language patterns, as recommended, can help children transition from familiar discourse toward more academic literacy practices by creating zones of proximal growth (Vygotsky, 1978).

I prefer writing, reading, and listening. Speaking is difficult. Grammar makes me hesitate to speak because I'm afraid of making mistakes and sounding awkward (E-6)

Excerpt 6 indicated that the significant issues in students' reading development include insufficient grammar understanding and a preference to learn via the kinaesthetic-based teaching method. The teacher underlined that they are more active during learning if the group activity and video-based teaching methods are applied, including films and songs, which, although pleasant for them, may not contribute much to bettering their literacy skills. Perhaps one of the significant factors in their literacy problems is that they become bored relatively quickly, mainly when there are nondescript instructions, long reading assignments, or even repetitive material. A lack of sustained engagement underlines the need for innovative and stimulating approaches to improve reading proficiency.

The tendency towards direct practice learning methods is also one of the obstacles in honing students' reading skills; students tend to like it when teachers practice directly the material being explained, and students also like when doing learning outside the classroom or practice out of class, as long as they are not just silent continuously. The other findings indicate that during the interview, the teacher explained that the teacher assesses students' abilities and daily development, such as character, behaviour, and the ability to understand something. The instructor explained that he assesses students by considering their academic and daily development since their grades will suffer if he focuses solely on their educational progress. Therefore, choosing reading materials that are suitable for the students is essential.

3.2 DISCUSSION

A range of factors, both internal and external, can influence individuals' reading habits and preferences. One significant external factor is the Internet revolution, which has dramatically impacted traditional reading practices. However, with the advent of cell phones and other technological devices, there is now a wide range of digital reading content, including electronic books, available to everyone (Sridhar, 2022). This means that individuals can read at any time and from any location, regardless of the source of their reading material.

The findings suggest the importance of aligning reading materials with students' interests to enhance engagement and motivation. Incorporating topics such as entertainment, lifestyle, and technology into reading materials may help stimulate students' interest and improve their reading skills. However, balancing these preferences with exposure to diverse topics is essential to broaden students' knowledge and understanding. If the school acknowledges the reading of Disney narratives or Harry Potter as genuine, these preferences may evolve into institutionalized cultural capital, resulting in enhanced performance or recognition within educational environments. Nonetheless, if these books are perceived solely as entertainment, students may not receive formal acknowledgment for their reading practices, despite the cognitive advantages. This result aligns with the previous study, which states that students might not develop into proficient readers and hope for passing grades (Hussain & Munshi, 2011). Students who read less or inadequately may do worse in school and receive poorer grades. It was corroborated by a Nielsen (2005) study, which confirmed that teens' subpar performance is partly attributed to their low reading comprehension.

The identified challenges highlight the need for differentiated instruction to cater to students' varying learning styles and preferences. Reading culture is evolving to accommodate current

information technology. Teachers should employ various teaching strategies, such as group games, video-based learning, and interactive activities, to accommodate kinaesthetic learners and prevent boredom (Karim et al., 2023). Additionally, integrating technology into the learning process, including online tools like quizzes and Kahoot, can make learning more interactive and engaging for students. In Indonesia, K-pop and Korean culture have significantly impacted reading habits. Younger readers frequently want content that entertains and helps them dig deeper into their favourite artists and cultural phenomena. This fascination often leads to reading internet articles, fan fiction, and social media posts about Korean celebrities, music, and dramas. Furthermore, her interest in technology is consistent with a global trend in which consumers seek information that continues.

Young and adolescent students often choose stories based on the authors they like, according to Burgess (1985). These readers are significantly impacted by the book's appearance, including the cover and title page, artwork, the first page's content, and its overall length. Wilson (1985), however, connected these elements to kids who performed less academically and said they favoured romantic, inventive, bold, humorous, daring, and adventurous personalities. The book's subject matter, cover page, and synopsis all seem to have a significant influence on what they choose to read.

Studies on the gendered reading tastes and habits of men and women have shown that they are significantly different from one another. Men read fewer books than women, they read different novels than women, and they read differently, according to research on men's and women's reading preferences and habits. Previous research on reading preferences suggests that women read more fiction for pleasure than men do and that men read more non-fiction. When examining how age affects reading habits, it is essential to remember that teenage reading habits must be understood in the context of adolescence, as research has shown that reading comprehension decreases as age increases (Loh et al., 2020). It is important to note that age- and gender-related

A range of factors, both internal and external, can influence individuals' reading habits and preferences. One significant external factor is the Internet revolution, which has dramatically impacted traditional reading practices. However, with the advent of cell phones and other technological devices, there is now a wide range of digital reading content, including electronic books, available to everyone. This means that individuals can read at any time and from any location, regardless of the source of their reading material. Permitting students to select from a variety of relevant topics (e.g., fashion, art, entertainment) satisfies the standards for engagement-oriented learning. Their stated preferences indicate that when reading materials resonate with their lived experiences and interests, they are more inclined to be motivated, persistent, and effective readers. This corresponds with the notion of "reading for authentic purposes," which improves both fluency and comprehension.

In Indonesia, K-pop and Korean culture have greatly impacted reading habits. Younger readers frequently seek content that entertains and helps them dig deeper into their favorite artists and cultural phenomena. This fascination often leads to reading internet articles, fan fiction, and social media posts about Korean celebrities, music, and dramas. Furthermore, their interest in technology aligns with a global trend in which consumers seek continuous information. When examining how age affects reading habits, it is essential to remember that teenage reading habits must be understood in the context of adolescence, as research has shown that reading comprehension decreases as age increases (Loh et al., 2020).

IV CONCLUSION

Students exhibited a predilection for accessible and individually pertinent information, encompassing popular fiction such as Harry Potter, entertainment articles on K-pop, and items pertaining to fashion, art, and profession. These preferences signify not only their interests but also their social identities and informal literacy practices. From the standpoint of reading theory, students' preference for such subjects reinforces and highlights the significance of readings.

Furthermore, their preference for reading over speaking—attributable to grammatical anxiety—underscores how reading functions as a psychologically secure environment for language acquisition. This further substantiates Krashen's Affective Filter Hypothesis and emphasizes the necessity for customized training that commences with students' strengths and interests. This study confirms that aligning students' reading materials with their living experiences, interests, and cultural settings greatly enhances their engagement and understanding.

Future research could focus on longitudinal studies to track the development of reading skills over time, considering the evolving interests of students as they progress through their education.

Investigating the role of peer influence and social interactions in shaping reading preferences could also provide deeper insights into how to foster a reading culture among students.

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THE EFFECTIVENESS OF MOBILE LANGUAGE LEARNING APPLICATIONS (MLLA) FOR VOCABULARY ACQUISITION

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Abstract

This study reviews the effectiveness of Mobile Language Learning Applications (MLLA) in vocabulary learning and acquisition, particularly for English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. By analyzing research from 2020 to 2024, the review identifies key factors influencing the success of MLLA, including interactive interfaces, usability, design, content quality, and accessibility. Moreover, game-based learning elements, multimedia environments, immediate corrective feedback, spaced repetition, and dual coding systems are highlighted in enhancing vocabulary retention and recall. The findings show that the significant benefits of MLLA, offering personalized, engaging, and flexible learning experiences that support effective vocabulary acquisition. Future studies can benefit from the design towards innovation in digital vocabulary instruction.

Keywords: *Mobile language learning application, Vocabulary acquisition*

I INTRODUCTION

The development of mobile technology has changed the way we access information and carry out learning activities. With the increasing penetration of smartphones and tablets, language learning applications become more accessible to various groups and provide new opportunities for language learners to be able to improve their skills anywhere and at any time (Fansury et al., 2020). Moreover, mobile apps can also be a solution to overcome time and place limitations which become obstacles in conventional learning. The mobile app offers various new features that are flexible, efficient and interactive. Some examples of these features include vocabulary exercises, language games, and evaluation tests designed to increase user engagement and facilitate more effective and efficient learning (Stefanovic and Klochkova, 2021). Not only that, the adaptive technology used in the mobile app also allows personalization of learning based on the needs and abilities of each student. For example, a mobile app can adjust the difficulty level of vocabulary exercises based on the user's previous performance, providing appropriate challenges to encourage continuous development (Arini et al., 2022). Therefore, research on the effectiveness of using mobile apps in the language learning process for vocabulary acquisition is important and needed.

One important aspect in language learning is vocabulary mastery, which is the basis for understanding and improving students' language skills. Moreover, vocabulary mastery is not only important for understanding texts and conversations but also for the ability to produce correct and meaningful language (Yudha and Mandasari, 2021). Therefore, effective strategies for vocabulary learning and acquisition have become a major focus in research and practice in language learning. Various learning methods have been used to facilitate the process of vocabulary learning and acquisition, ranging from direct teaching in class to the use of modern technology (Hao et al., 2021). Over time, in the context of advances in technology and language learning, mobile language learning applications have become an increasingly popular tool to use. Research shows that mobile language learning applications can provide various benefits in vocabulary learning (Dağdelen et al., 2020; Namaziandost et al., 2021). The results of previous research also indicate that the use of mobile language learning applications can increase student involvement and motivation (Sun and Gao., 2020; Refat et al., 2020). Based on this explanation, it can be concluded that mobile language learning applications have great potential in supporting vocabulary learning and acquisition. However, the level of effectiveness of mobile language learning applications in helping vocabulary learning and acquisition still needs to be evaluated and explored more deeply and systematically to understand what factors influence its success.

Several previous studies have shown that the use of mobile apps in the language learning process can provide significant benefits, especially in vocabulary learning and acquisition. For example, some studies show that these apps can increase learning engagement and provide the more frequent and

repetitive practice needed to strengthen retention of new vocabulary (Klimova and Polakova., 2020). Other research also reveals that the effectiveness of mobile language learning applications can be influenced by various factors, including application design, teaching strategies used, and individual learner characteristics (Zhang and Zou., 2022).

Although there is a lot of previous research that discusses and supports the benefits of mobile language learning applications, there are still several gaps in our understanding of how effective these applications are in vocabulary acquisition and what factors influence their effectiveness. Therefore, the main question that this study try to answer is: how effective is vocabulary learning through mobile language learning applications in second language acquisition? Moreover, this study also aims to identify what factors influence the effectiveness of vocabulary acquisition in second language learning through mobile language learning applications. By conducting a systematic literature review, this research aims to provide a comprehensive overview of existing findings and identify areas that require further research. This research makes an important contribution to the field of language learning with mobile technology by identifying best practices and key factors that influence the success of vocabulary learning.

II MATERIALS AND METHODS

2.1 VOCABULARY LEARNING AND ACQUISITION

Language learning in the context of second language acquisition is often associated with several main theories, such as the Input Hypothesis theory by Krashen (Bailey and Fahad, 2021), which emphasizes the importance of comprehensible input in language learning. In addition, the Output Hypothesis theory by Swain (Liu, 2022) emphasizes the importance of language production to strengthen vocabulary learning. Moreover, according to the Dual Coding theory by Paivio (Luo, 2022), mastery of understanding is more effective when information is presented both verbally and visually. In order to simplify and support the language learning process, various methods have been used for the implementation process. Starting from traditional methods such as rote memorization and flashcards to contextual methods such as learning vocabulary through broad understanding and use of vocabulary in real contexts. In addition, modern technology, such as the use of mobile language learning applications and computer-based software, is also used to offer an interactive and adaptive approach to vocabulary learning.

Vocabulary mastery is influenced by various factors, including frequency of exposure, learning context, motivation, and individual learning strategies. Research by Abdulmalik Ali, (2020), shows that strategies such as discovering the meaning of vocabulary through context and the use of mnemonics can improve vocabulary learning. Affective factors, such as interest and attitudes towards the target language, also play an important role in successful vocabulary learning (Getie, 2020). In addition, recent research conducted by Enayati and Gilakjani (2020) shows that the use of technology and social media can significantly increase vocabulary mastery. They explained that the use of gamification-based mobile language learning applications can increase vocabulary retention for language learners. Moreover, research conducted by Zhai and Wibowo (2023) emphasized the importance of repeated and continuous vocabulary learning to help students improve language fluency.

2.2 MOBILE LANGUAGE LEARNING APPLICATION

Vocabulary Mobile language learning applications continue to experience rapid development since they were first introduced until now. At first, this application only offers basic features such as a dictionary and some vocabulary exercises. However, as technology advances, these applications now include various advanced features such as voice recognition, interactive exercises, and gamification-based learning. Some popular examples include *Duolingo*, *Babbel*, and *Memrise*, all of which offer different approaches to language learning. They are different in terms of the depth of learning experience, the focus of the study, and appearances of the application.

Various studies have been conducted to evaluate the effectiveness of using mobile language learning applications. A study by Hernadijaya (2020) showed that using the Duolingo application had a significant impact in improving students' language skills after several weeks of use. Another study conducted by Ishaq et al (2021). found that gamification-based applications can increase motivation and vocabulary retention among English language learners. In addition, research conducted by Booton et al. (2023) highlights that the integration of mobile applications with traditional learning methods can produce better results than using either method alone.

Although much research has been conducted, there are still several areas that need to be explored. There is still little research that discusses the long-term impact of using mobile language learning applications. In addition, there is also a need to further explore how these applications can be effectively integrated with traditional teaching methods and how they can be adapted to the needs of students with different backgrounds and abilities. Future studies should investigate adaptive learning algorithms and personalized feedback mechanisms in MLLA.

2.3 SEARCH STRATEGY

The data in this research was collected from two databases, including Google Scholar and ProQuest. The reason for selecting those two databases was that those were the most commonly cited databases for educational research. Furthermore, to obtain data that were appropriate to the topic and questions of this research, the researcher used three key terms in the search; "vocabulary", "effectiveness", and "Mobile Language Learning applications". The database searches were limited from 2020 to 2024. The period was chosen due to the use of up-to-date mobile language learning applications recently.

2.4 SELECTION PROCESS, INCLUSION AND EXCLUSION CRITERIA

The results of the search and selection of studies were reported using the PRISMA Flow Diagram, which describes the stages of identification, screening, eligibility, as well as included and excluded studies. This structured methodological approach ensures that our research was based on valid and relevant data, so that the resulting findings were reliable and made a significant contribution to the development of theory and practice in the field of language learning.

The study selection process was carried out in several stages. First, we screened the titles and abstracts to assess the relevance of each study based on the research question and inclusion and exclusion criteria. Eligible studies were then evaluated in more depth through full-text assessment. At this stage, we ensured that the selected articles were relevant to the research questions and established criteria, and documented the reasons why some studies were excluded. The following inclusion and exclusion criteria were developed and used in this study to filter further the studies produced.

These inclusion criteria were: research must be conducted to teach English as a second language (ESL) or English as a foreign language (EFL) context, research must be conducted in the teaching and learning of vocabulary, research must be conducted on mobile-assisted language learning, the research must be published in a peer-reviewed journal, The research should be indexed in Scopus, and the research must be written in English. On the other hand, the exclusion criteria were: it involved the teaching of other languages, it involved the teaching and learning of other language skills such as listening, speaking, reading and writing, how the research which included in book chapters, and conference proceedings were excluded, and that the research which used all other languages except English were excluded.

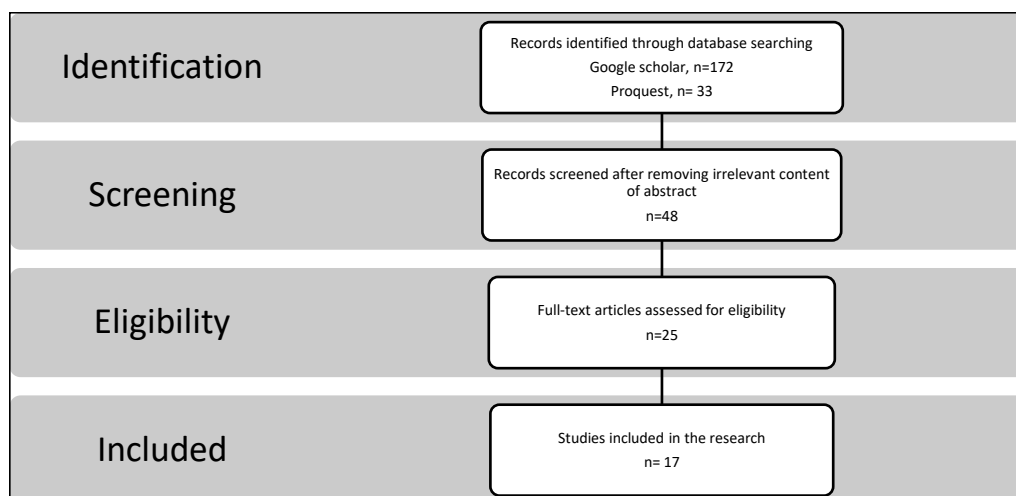


Figure 1. Stages for study selection

Excerpt on grammar and language polishing

"The data in this research was collected" → should be "The data for this re-search were collected" (data = plural noun).

"those were the most commonly cited databases" → more academic phrasing: "these are among the most widely cited databases in educational research."

"recently" at the end of the paragraph is a little vague. Better phrased: "reflecting the latest trends in mobile language learning."

"The research which included in book chapters, and conference proceedings were excluded." → should be "Research included in book chapters and conference proceedings was excluded."

"The research which use all other languages except English were excluded." → should be "Research using languages other than English was excluded."

III RESULTS AND DISCUSSION

Excerpt on grammar and language corrections

"sub discusiion"

→ Typo. It should be "sub-discussion" (also better to hyphenate it).

"Effectiveness of using mobile language learning applications in vocabulary learning and acquisition"

→ It's a little long and repetitive. You could slightly tighten it:

"Effectiveness of Mobile Language Learning Applications for Vocabulary Acquisition."

Same for the second sub-heading:

"Factors Influencing the Effectiveness of Mobile Language Learning Applications for Vocabulary Acquisition."

Minor note: "Result and discussion" → academic standard is usually "Results and Discussion" (plural "Results")

3.1 EFFECTIVENESS OF USING MOBILE LANGUAGE LEARNING APPLICATIONS IN VOCABULARY LEARNING AND ACQUISITION

Mobile language learning applications (MALL) are highly effective in improving vocabulary acquisition and retention for learners, particularly EFL students, due to their interactive, multimedia, and flexible learning environments. The paper emphasizes the various features and advantages of mobile language learning applications that contribute to their effectiveness in vocabulary learning and acquisition:

3.1.1 INTERACTIVE INTERFACES AND VARIED ASSESSMENTS

MALL applications enhance engagement and improve vocabulary learning outcomes by providing interactive interfaces and varied types of assessments. Interactive interfaces in MALL applications enhance engagement by involving learners in the learning process through touch-based controls, drag-and-drop activities, and gamified elements like quizzes and puzzles. These features make learning more enjoyable and interactive, leading to longer study sessions and better retention of vocabulary. Immediate feedback from these interfaces helps learners correct mistakes quickly and reinforces correct usage, which is crucial for effective vocabulary acquisition.

Varied assessments in MALL applications cater to different learning styles by offering multiple-choice quizzes, matching exercises, fill-in-the-blank tasks, and pronunciation checks. This diversity ensures a comprehensive evaluation of vocabulary knowledge, addressing both recognition and contextual usage. Continuous feedback from varied assessments allows for personalized learning experiences, adapting to the learner's needs and optimizing vocabulary learning outcomes.

3.1.2 USABILITY AND DESIGN

The usability and design of MALL applications are critical for their effectiveness in vocabulary learning. Usability refers to how user-friendly and intuitive the application is, ensuring that learners can easily navigate through the content without frustration. A well-designed interface with clear instructions, engaging visuals, and smooth functionality enhances the learning experience, making it more enjoyable

and efficient. Good design also includes adaptive features that cater to individual learning paces and styles, further improving usability.

Content, accessibility, and infrastructure are equally important. High-quality content that is relevant, diverse, and appropriately challenging keeps learners engaged and motivated. Accessibility ensures that the application is available on various devices and platforms, allowing learners to study anytime and anywhere. Robust infrastructure guarantees that the application runs smoothly without technical issues, providing a seamless learning experience. Together, these elements ensure that MALL applications are effective tools for vocabulary acquisition, offering an optimal blend of ease of use, engaging design, rich content, and reliable performance.

3.1.3 GAME-BASED DESIGN

Incorporating elements like phonics, animations, and games increases student engagement and learning efficiency. Game-based learning in MALL applications incorporates elements like phonics, animations, and interactive games to enhance student engagement and learning efficiency. By making the learning process fun and interactive, games capture students' interest and motivate them to spend more time on vocabulary practice. This increased engagement leads to more frequent and prolonged learning sessions, which are crucial for vocabulary retention. In addition, phonics and animations help in reinforcing the correct pronunciation and meaning of words, making them easier to remember. Games often include challenges and rewards, which encourage students to achieve higher scores and improve their performance. This gamified approach not only makes learning enjoyable but also promotes active participation, deepens understanding, and improves overall vocabulary acquisition.

3.1.4 FLEXIBILITY AND CONVENIENCE

The flexibility and convenience of mobile devices allow learners to practice and improve their vocabulary skills at their own pace and on their own schedule. It means that learners can fit language study into their daily routines, whether they have a few minutes between tasks or longer periods dedicated to focused learning. The ability to access learning materials anytime and anywhere makes vocabulary acquisition more accessible and consistent. This flexibility is beneficial for accommodating different learning styles and paces. Learners can review and practice vocabulary as often as needed, ensuring better retention and mastery. Mobile devices thus provide a personalized learning experience, enhancing overall language learning by making it more adaptable to individual needs and lifestyles.

3.1.5 MULTIMEDIA ENVIRONMENT

Combining pictures and text in a multimedia environment enhances vocabulary comprehension, motivation, and knowledge transfer to real-world contexts. Visual aids such as images and animations paired with textual information help learners create mental associations, making it easier to remember and understand new words. This dual coding approach leverages both visual and verbal memory, leading to improved recall and retention. In addition, the multimedia environment makes learning more engaging and motivating. Interactive and visually appealing content captures learners' attention and sustains their interest, encouraging them to spend more time on vocabulary practice. This immersive experience not only aids in immediate comprehension but also helps learners apply their knowledge in real-world situations, bridging the gap between theoretical learning and practical usage.

3.1.6 IMMEDIATE CORRECTIVE FEEDBACK

Mobile apps provide timely feedback, helping students adjust their learning techniques and retain correct meanings, which aids long-term memory retention. Immediate corrective feedback provided by mobile apps plays a crucial role in vocabulary learning. By receiving prompt feedback on their responses, students can quickly identify and correct mistakes, leading to a deeper understanding of the material. This feedback mechanism helps students adjust their learning techniques, reinforcing correct meanings, and rectifying errors, ultimately contributing to long-term memory retention.

The timely nature of this feedback is particularly beneficial as it allows learners to address misconceptions and reinforce correct usage immediately. This immediate reinforcement strengthens memory traces associated with vocabulary items, making them more likely to be retained in the long term. In addition, the feedback loop created by mobile apps fosters a more interactive learning experience, enhancing student engagement and motivation. Overall, immediate corrective feedback is a powerful tool for facilitating effective vocabulary acquisition and retention in mobile language learning applications.

3.1.7 SPACED REPETITION

Spacing out vocabulary reviews improves the transfer of words from short-term to long-term memory, enhancing retention. Spaced repetition in mobile language learning applications enhances vocabulary retention by strategically spacing out review sessions. This method leverages the spacing effect, a cognitive phenomenon where information is more easily remembered when it is reviewed at increasing intervals over time. By revisiting vocabulary at spaced intervals, learners reinforce their memory traces, facilitating the transfer of words from short-term to long-term memory. This technique prevents the cramming effect and reduces forgetting, ensuring that vocabulary is retained more effectively. Spaced repetition allows learners to consolidate their knowledge gradually, making it a powerful tool for long-term vocabulary acquisition. In the end, learners experience better retention and recall of vocabulary, making their language learning process more efficient and enduring.

3.1.8 DUAL CODING SYSTEM

Using both verbal and visual modes improves word recall and makes vocabulary more memorable. This approach leverages the brain's ability to process and store information in two distinct ways: through text (verbal) and images (visual). By combining these modes, learners create stronger and more diverse memory associations, which enhances word recall and retention. Using both verbal and visual representations makes vocabulary more memorable because it engages multiple cognitive pathways. When learners can associate a word with both its written form and a corresponding image, they are more likely to remember it. This dual coding method not only aids in immediate comprehension but also reinforces long-term retention, making vocabulary learning more effective and enduring.

3.2 FACTORS THAT INFLUENCE THE EFFECTIVENESS OF USING MOBILE LANGUAGE LEARNING APPLICATIONS IN VOCABULARY LEARNING AND ACQUISITION

The effectiveness of mobile language learning applications in enhancing vocabulary acquisition is influenced by various factors. Key elements such as the multimedia environment, immediate corrective feedback, and spaced repetition play crucial roles in optimizing learning outcomes. In addition, the dual coding system and higher involvement load in exercises further contribute to improved vocabulary retention and recall. Understanding these factors can help in designing more effective and engaging mobile language learning tools.

3.2.1 MULTIMEDIA ENVIRONMENT

The multimedia environment in mobile apps, which combines pictures and text, significantly enhances vocabulary learning by leveraging the brain's dual coding capabilities. When learners encounter new words alongside relevant images, they can create stronger mental associations between the visual and verbal representations. This dual coding process makes it easier to understand and remember vocabulary, as it engages multiple cognitive pathways, thereby improving recall. The visual context provided by images helps clarify meanings and provides concrete examples of abstract concepts, facilitating deeper comprehension. Furthermore, this multimedia approach boosts learner motivation and engagement. Visual content is more appealing and can maintain interest more effectively than text alone. By making the learning experience more enjoyable, learners are more likely to spend additional time on vocabulary practice. In addition, the ability to transfer knowledge to real-world contexts is enhanced, as learners can better visualize and apply new words in practical situations. Therefore, the combination of pictures and text in mobile apps creates an effective learning environment that enhances vocabulary acquisition and retention.

3.2.2 IMMEDIATE CORRECTIVE FEEDBACK

Immediate corrective feedback provided by mobile apps plays a crucial role in enhancing vocabulary learning. When learners receive timely feedback on their responses, they can quickly identify and correct mistakes, which helps them retain the correct meanings of words. This prompt feedback mechanism allows students to adjust their learning techniques in real-time, making their study sessions more effective and efficient. By addressing errors immediately, learners can reinforce accurate knowledge, aiding in the consolidation of information in long-term memory. This timely feedback also contributes to overall vocabulary comprehension and acquisition. It helps learners monitor their progress, understand their strengths and weaknesses, and stay motivated by seeing their improvements. Continuous feedback loops ensure that learners remain engaged and aware of their learning trajectory.

By correcting errors as they occur, mobile apps facilitate a more interactive and responsive learning environment, ultimately leading to more effective and lasting vocabulary acquisition.

3.2.3 SPACED REPETITION

Spaced repetition is a technique used in mobile apps to enhance vocabulary retention by scheduling reviews of vocabulary words at increasing intervals over time. This method leverages the spacing effect, which posits that information is more effectively encoded into long-term memory when reviews are spaced out rather than clustered together in short periods. By revisiting vocabulary words at strategic intervals, learners reinforce their memory traces, making it easier to transfer words from short-term to long-term memory. The impact of spaced repetition on vocabulary learning is significant. It prevents the common issue of forgetting information shortly after initial learning, as the spaced intervals ensure that the material is revisited and reinforced just as it begins to fade from memory. This results in stronger, more durable memory retention compared to traditional cramming or repeated learning sessions conducted in quick succession. Consequently, learners experience greater long-term memory gains, making vocabulary acquisition more effective and enduring over time.

3.2.4 DUAL CODING SYSTEM

The use of both verbal and visual modes in mobile apps leverages the brain's ability to process information through multiple channels, significantly enhancing vocabulary learning. When learners encounter words alongside images or animations, they engage both their visual and verbal memory systems. This bimodal approach creates stronger associations and richer memory traces, making it easier for students to recall words. By simultaneously presenting information in two different formats, mobile apps help reinforce understanding and retention of vocabulary. The impact of this dual coding system is profound. The combined use of verbal and visual cues not only aids immediate comprehension but also ensures that the learned vocabulary is more memorable and retrievable in the long term. This enhanced processing leads to better retention of vocabulary items, as learners can draw on multiple memory pathways. Consequently, students are more likely to remember and accurately use new words, significantly improving their vocabulary acquisition and long-term memory of these terms.

3.2.5 HIGHER INVOLVEMENT LOAD

Exercises in mobile apps that require a higher level of cognitive involvement engage learners more deeply in the word learning process. These activities might include tasks such as constructing sentences, interactive problem-solving, or applying words in various contexts. Such high-involvement exercises demand more mental effort, prompting learners to process the vocabulary more thoroughly and thoughtfully. This depth of processing enhances understanding and makes the learning experience more engaging and meaningful. The impact of higher involvement load on vocabulary retention is significant. When learners invest more cognitive effort into processing words, they create stronger and more durable memory traces. The initial processing determines the likelihood of new information being transferred to long-term memory. As a result, vocabulary learned through high-involvement exercises is more easily memorized and recalled, leading to more effective and lasting vocabulary acquisition.

IV CONCLUSION

The systematic literature review conducted in this study provides a comprehensive overview of the effectiveness of mobile language learning applications (MALL) in vocabulary acquisition. Through an examination of existing research, key factors influencing the effectiveness of these applications have been identified, shedding light on best practices and areas for further exploration. The findings suggest that MALL applications offer significant benefits for vocabulary learning and acquisition, particularly for English as a second language (ESL) and English as a foreign language (EFL) students. Interactive interfaces and varied assessments engage learners and enhance vocabulary learning outcomes by providing tailored learning experiences. Furthermore, the usability, design, content, accessibility, and infrastructure of MALL applications play crucial roles in their effectiveness, ensuring a seamless and engaging learning environment. Moreover, incorporating game-based learning elements, such as phonics, animations, and interactive exercises, increases student engagement and efficiency in vocabulary acquisition. The flexibility and convenience offered by mobile devices enable learners to practice vocabulary skills at their own pace and convenience, making language learning more accessible and adaptable to individual needs. The integration of multimedia environments, immediate corrective feedback, spaced repetition, dual coding systems, and exercises with higher involvement loads further

enhances vocabulary retention and recall. By leveraging these factors, MALL applications provide dynamic and effective learning experiences that promote long-term vocabulary acquisition.

In conclusion, this systematic literature review contributes to our understanding of the effectiveness of MALL applications in vocabulary learning and acquisition. The identified factors highlight the importance of design, engagement, and personalized learning experiences in optimizing vocabulary learning outcomes. Moreover, continued research in this area will further refine our knowledge and inform the development of more effective language learning strategies and applications.

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DEVELOPING INTERACTIVE POWERPOINT TO TEACH WRITING RECOUNT TEXTS FOR THE TENTH GRADERS AT SMK YASMU MANYAR

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Abstract

This research focused on the development of interactive PowerPoint as a media to teach writing recount texts for the tenth graders students at SMK Yasmu Manyar. It aimed to provide an appropriate teaching and learning media that was suited to the curriculum used at the school and the need of the English teachers and the students. ADDIE model proposed by Mcgriff (2000) was used as the procedure for developing the product. It consisted of five basic phases which were analysis, design, development, implementation, and evaluation. The subjects of this research were the tenth graders students of Office Management Department 1 and its English teacher. The instruments for collecting data were questionnaire, interview, observation checklist and field note. The data gathered was analyzed using descriptive qualitative method. Based on the result of evaluation, the interactive PowerPoint developed could increase students' learning interest and help them to learn better. The teacher stated that using the media could make the teaching process easier, presenting the material became more practical and effective. Therefore, it can be concluded that the interactive PowerPoint developed is suitable and appropriate to be used as teaching and learning media at the school to enhance an engaging learning environment in the classroom. The final product is in the application format which has 28 slides and can only be used in an Android device. The size of the application is 16.64 MB.

Keywords: *PowerPoint, Developing, Interactive Media, Writing, Recount Text*

I INTRODUCTION

In terms of communicating English effectively, students need to learn four basic language skills: listening, speaking, reading, and writing. While all these skills are interrelated and equally important, writing is often regarded as the most critical (Novia et al., 2024). Writing is a foundational skill that encourages students to focus on accurate language use, promotes language development, and facilitates learning across various activities (Harmer, 2004). Furthermore, research by Graham & Hebert (2010) indicates that improved writing practices positively impact on students' reading comprehension skills. Writing is a versatile tool that facilitates connections and allows for expressing ideas and experiences (Graham, 2006).

However, many students struggle with writing due to various challenges such as grammatical errors, limited vocabulary, and improper use of pronouns and prepositions (Wardani, 2011). They also face issues of lacking confidence and motivation when it comes to writing (Abrar, 2016). These problems occur because the teacher rarely utilizes an interesting media in classroom (Khofifa et al., 2024). Teachers should overcome these challenges as they significantly impact on students' interest in learning. They need practical approaches to guide their students, with media playing a key role in supporting the learning process and shaping teacher-designed learning environments, ultimately encouraging student engagement (Sari et al., 2024). Media incorporating information and technology is increasingly recognized as essential for supporting students and teachers in learning (Alimin, 2021). Therefore, teachers must keep up with the current developments to create an engaging learning atmosphere, such as by utilizing Information and Communication Technology (ICT).

Despite the potential benefits of ICT integration in education, many teachers still rely on traditional methods due to insufficient infrastructure and training (Aminullah et al., 2019; Champa et al., 2019; Dewi & Izzati, 2019; Maqbulin, 2020; Pham et al., 2019). From the researcher's experience while doing Pengenalan Lingkungan Persekolahan (PLP), an internship program for students of education study program in Qomaruddin University, at SMK Yasmu Manyar for two months last year, the researcher found out that most of the teachers, especially English teachers, lacked the utilization of Information and Communication Technology tools in the classroom. The researcher did not find that the English teachers once used a projector while teaching. According to the explanation given by some teachers, it could be stated that it was due to the lack of motivation and the facilities provided. The school has no more than five projectors. Meanwhile, the total number of classes in the school is 31.

English teacher at SMK Yasmu Manyar have predominantly used conventional teaching methods that failed to engage students effectively. Therefore, Falach (2020) conducted research in this institution to develop video as a media that could support the learning process, provide motivation, and reduced the boring learning atmosphere.

Based on the problems above, interactive PowerPoint as a teaching and learning media is suggested. PowerPoint is a kind of multimedia presentation that consists of text, graphics, pictures, sound and video which can be used to convey the material in teaching and learning process (Asyhar, 2011). Meanwhile, an interactive media is a method of delivering lessons with visual, audio, and video material that allows students to not only hear sounds and see images but also respond actively (Nugraha, 2015). In other words, interactive PowerPoint as a teaching and learning media means a method of delivering lessons using PowerPoint in which the students can respond actively.

Relevant previous research regarding developing interactive PowerPoint shows that it can make teaching and learning process more enjoyable. Research conducted by Purboyo (2018) revealed that the product designed was feasible to be used since it received positive feedback from the validators. This research was conducted to design and develop PowerPoint-based learning multimedia for teaching recount texts. The media was not implemented in classroom. The final product in the research was in the form of Compact Disk (CD). Moreover, another research as to developing interactive PowerPoint as a teaching media had been done by Nikmah et al., (2022). The aim of the research was to know the process and result in developing interactive PowerPoint media to teach reading. The findings showed that the media was feasible to be used since it was concluded that the media could add to the attractiveness. The final product in the research also was in the form of Compact Disk (CD). Furthermore, the previous research on developing interactive PowerPoint as a teaching media was done by Sayekti et al., (2023), entitled "Development of Interactive PowerPoint Learning Media to Teach Asking and Giving Opinion Material." The research findings revealed that the media developed received positive feedback from both the teacher and students. The product developed in the research was in the form of PowerPoint presentation.

The review of the related research above shows an agreement among the researchers regarding the feasibility of interactive PowerPoint as a teaching and learning media as shown by its high percentage of validity from the experts and students' responses. However, none of the research above focuses on developing an interactive PowerPoint in the form of Android application and to teach writing recount text. In this case, the research gap is filled. The researcher is motivated to develop interactive PowerPoint as a teaching and learning media, specifically in writing recount text since it is easier to be utilized. Moreover, the product is made in the form of an application which is intended to solve the problem of the lack of projectors at the school. The results of this research are expected to help the English teacher in utilizing ICT efficiently to enhance an engaging learning environment.

II MATERIALS AND METHOD

Since the objective of this research was to describe how to develop a product, the design of this research was Research and Development (R & D). According to Sugiyono (2013), Research and Development (R & D) is a kind of research method used to produce a certain product and test the effectiveness of the product. In this research, the researcher merely focused on developing a teaching and learning media, specifically an interactive PowerPoint to teach writing recount texts for the tenth graders at SMK Yasmu Manyar. The tenth graders at SMK Yasmu Manyar in 2024/2025 academic year consists of 10 classes, and 291 students. The researcher chose the class of Office Management Department 1, which has 27 students, and its English teacher as the subjects of the research due to the suggestion from the English teacher in which the class was considered as the most appropriate class to conduct this research. In this case, purposive sampling was used as the sampling technique. According to Etikan et al., (2016), purposive sampling technique is the deliberate choice of a participant due to the qualities the participant possesses in which it does not need underlying theories or a set of number participants.

The researcher developed the product using ADDIE model proposed by Mcgriff (2000). This model was selected since it was considered as the appropriate model to be used by the researcher to conduct this research. The ADDIE model consists of five basic stages which are analysis, design, development, implementation, and evaluation. To collect the need analysis data, two instrument were used, which were questionnaire and interview. Questionnaire was addressed to the teacher and the students, while interview was only addressed to the teacher. The need analysis data gathered was partly used to design the product. In designing the product, determining lesson plan, content of the material

and design of the media was conducted. After the product had been designed, the development phase was conducted which was covering in making the prototype model. The media then was validated by an IT expert, an English expert and an English teacher. Validation was conducted since it was for formative evaluation so that the product could be developed and implemented in an appropriate way. The IT expert, who validated the design of the product, was an Informatics Engineering lecturer at Qomaruddin University. The English expert, who validated the materials, was an English lecturer at Qomaruddin University. And the English teacher, who also validated the materials, was an English teacher of the tenth graders at SMK Yasmu Manyar. The result of the validation then was used to revise the product based on the recommendation from the validators. After conducting revision, the product was implemented in the classroom. In evaluation phase, the researcher determined whether the product was appropriate or not using questionnaire filled by the students and the teacher. Evaluation data from the teacher was used to revise the media which was leading to the final product.

There were three categories of data in this research which were data from need analysis, data from validation and data from evaluation. The data gathered was used to develop, improve and determine the appropriateness of the product for the teaching and learning media. After distributing all of the instruments, all of the data was analyzed using descriptive qualitative method.

III FINDINGS AND DISCUSSION

3.1 NEED ANALYSIS

The need analysis data was collected from the teacher and the students. Based on the result of the need analysis from the students, it was found that most of the students' interest in learning English were neutral. They stated that they still had difficulties in learning English, especially in understanding grammar and lacking of vocabularies. They also stated that those were the main obstacles when it came to writing in English. Besides that, many students preferred to learn English by listening to the teacher's explanation along with utilizing technology. They told that it was considered as the most effective way. Therefore, it could be concluded that the students needed an interactive media that could help and motivate them to learn English better in the classroom. In addition, many students agreed with the development of PowerPoint as a learning media.

Based on the result of the need analysis from the teacher, it was found that an interactive media as a teaching tool was needed to be used to enhance the teaching and learning process. The teacher stated that it was due to the difficulties to engage the students' attention when they were in the classroom. The students tended to be busy with their smartphone during the teaching and learning process. According to the teacher, by utilizing an interactive media as a teaching tool, it could affect the students' success in learning English, especially in writing. Besides that, the teacher stated that he had never used PowerPoint as an interactive media in the teaching process due to the lack of projectors provided in the school.

Moreover, according to the teacher, students' ability in writing were relatively low. They usually had difficulties in making a sentence due to the lack of their vocabularies. The teacher stated that the students' low ability in writing was probably because of their lack of interest in learning English. Therefore, the teacher agreed with the development of interactive PowerPoint as a teaching media. He stated that it could help to create an engaging learning environment.

Furthermore, the teacher agreed that the activities of writing needed to be taught were imitative, intensive and responsive writing. And, the teaching techniques that were suitable for the students' ability and need were guided and free writing. The teacher also approved that the theme used was "Writing Students' Personal Experience". In addition, according to the teacher and the students, language used in the media was preferably using Bahasa and English to make it easier to be understood.

3.2 DESIGN

In designing the product, the researcher not only looked out the data from need analysis, but also sought as many sources as possible which were relevant with teaching writing recount text for the tenth graders. Firstly, the researcher learned about what the needs of the teacher and the students were based on the need analysis data. After that, the researcher designed the lesson plan. The learning objectives was that the students were able to write recount text containing orientation and series of event and using past tense. Therefore, the writing activity was intensive writing, while the teaching technique used guided writing. The design of the lesson plan can be seen in the following figure:

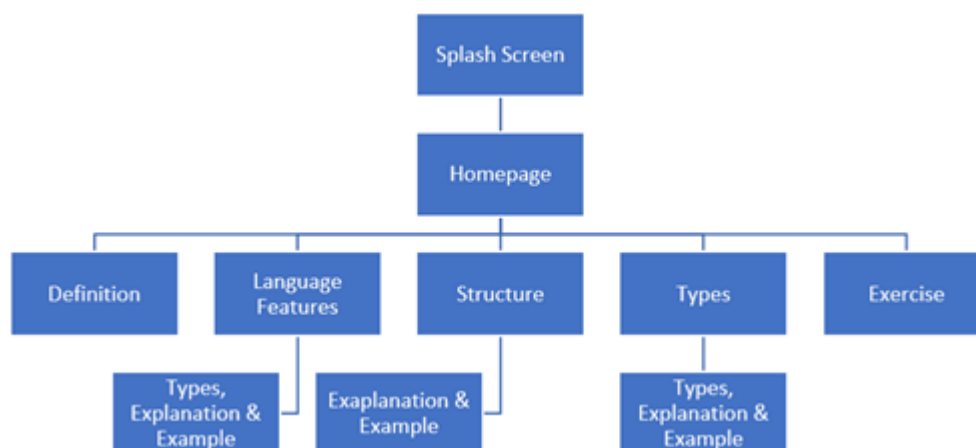


Figure 1. Design of the Lesson Plan

After the lesson plan had been designed, the researcher searched for the content of the material via Google. Online resources that were used were Ruangguru, Zenius, and EF Blog. The content of the material was determined based on the curriculum used for the tenth graders at SMK Yasnu Manyar. After that, the researcher determined the design of the PowerPoint presentation. To design the PowerPoint, the researcher searched for the template in a website called SlidesGo. The template was edited then a little bit to suit the need of learning material that was used in the media and to make it interesting for the students.

3.3 DEVELOPMENT

What was meant by development phase in this research was that the researcher generated the design of the product into a prototype model until it was appropriate to be implemented in the classroom. The researcher used Microsoft PowerPoint 2013 to develop the product. In order for the presentation to be able to be used in an interactive way, some features such as hyperlink, trigger, animation, and transition were used. Some voices were also inserted in showing pronunciation and clicking a button. In making the voice of pronunciation, the researcher used text-to-speech AI generator to make the articulation clearer. The researcher also added list of vocabulary in the part of language feature and exercise. After editing the presentation was finished, it was turned into an application format using iSpring Suite and Web to APK Builder. The application could only be used in an Android device.

The media then was given to the validators. The validators gave a judgement to some aspects whether the media was “Poor, Fair, or Good”. Firstly, the media was validated by the English expert in three different aspects, including content, language usage and teaching technique. All of the aspects were judged as “Good”. Secondly, the media was validated by the IT expert in four different aspects, which were the design of the media, the color gradient, the audio, and the typography. All of the aspects were judged as “Good”. Finally, the media was given to the English teacher to be validated in two different aspects, which were the suitability of the material with the curriculum and the needs and abilities of the students. All of the aspects were judged as “Good”.

In addition, based on the results of the validation, the validators, except the English teacher, gave some comments and suggestions to improve the media. The comments and suggestions were used by the researcher to revise the media. The detail revisions can be seen in the following table:

Table 1. Revision of the Media

Validator	Comments	Revision
English expert	Add English usage more	English usage was added in parts of the material.
	Add voice over	Voice over was added in some parts of the material.
	Add closing	Closing was added at the end of the exercise part inscribing, “It is your turn to write your

		personal experience.”
IT expert	Adjust some buttons	Some triggers were added in some buttons. Some buttons were enlarged. A button showing off-background was added

3.4 IMPLEMENTATION

The product was implemented once during the English class in February 11th 2025. There were 27 students in the class. During the implementation, the researcher acted as an observer to determine the practicality of the product. The data gathered from this phase was observation checklist and field notes. The researcher observed the teaching and learning process and wrote some certain conditions that were outside the observation checklist.

Based on the data gathered during the implementation, it was found that (1) most of the students seemed enthusiastic in the learning process; (2) The teaching process also seemed to be easy for the teacher; (3) At the beginning of the lesson, the teacher needed about 10 minutes to prepare the media; (4) All of the students could use the media using their smartphone without any problem; (5) At some moments, the students were crowded while using the media, especially when the media was showing a sound.

After the teacher explained the materials, the teacher asked the students to write their valuable experience. The learning objectives was that the student was able to write their personal experience with a structure of orientation and series of events and using past tense. From the 27 students, there were 20 students that were in the line with the learning objectives. The students that did not achieve the learning objectives were because they used present tense and did not write the series of events in their writing.

3.5 EVALUATION

At the end of the implementation phase, the students and the teacher were asked to fill out questionnaires. It was carried out to obtain data for evaluation. There were 10 questions for the teacher which divided into three aspects. Those were the usage of the media, the suitability of the media with the curriculum used in the school and the design of the media. Each question had three judgements, namely poor, fair and good. All of the questions were judged by the teacher as “Good”. It could be concluded that the teacher was much helped by using the media since presenting the material became more practical and effective. In addition, the teacher gave a recommendation to add more English usage in the media.

For the students, there were 8 questions which divided into two aspects. Those are the usage of the media and the design of the media. Each question had three judgements, namely poor, fair and good. The results of the students’ responses toward the media can be seen in the following table:

Table 2. Students’ Responses toward the Media

Aspect	Indicator	Judgments	Total	Percentage
The usage of the media	The media can help to learn easier	Poor	1	3,7%
		Fair	9	33,3%
		Good	17	63%
	The media can increase learning interest	Poor	1	3,7%
		Fair	10	37%
		Good	16	59,3%
	The media can enhance in learning writing	Poor	0	0%
		Fair	10	37%

	The media is appropriate to be used in learning process in the classroom	Good	17	63%
		Poor	1	3,7%
		Fair	8	29,6%
		Good	18	66,7%
The design of the media	Texts used in the media is easy to read	Poor	0	0%
		Fair	9	33,3%
		Good	18	66,7%
	The material used in the media is easy to understand	Poor	0	0%
		Fair	10	37%
		Good	17	63%
	The language used in the media is easy to understand	Poor	1	3,7%
		Fair	4	14,8%
		Good	22	81,5%
	The audio used in the media is clear	Poor	3	11,1%
		Fair	13	48,1%
		Good	11	40,7%
	The pictures used in the media is interesting	Poor	0	0%
		Fair	6	22,2%
		Good	21	77,8%

3.6 DISCUSSION

The aim of this research was to develop an appropriate interactive PowerPoint to teach writing recount texts. The results above showed utilizing ICT was considered as necessary to enhance the teaching and learning process. This finding was in line with research conducted by Falach (2020) in SMK Yasmu Manyar which revealed that students need to utilize ICT as learning media to reduce boring learning atmosphere. In terms of interactive PowerPoint, however, there was a problem faced by the teacher regarding the lack of projectors at the school. Therefore, in this research, the PowerPoint was converted into an application format so that it could be used without using a projector. In this case, there would be a new problem if the students did not have Android phone since the device was needed to run the application. However, in this research, there was no problem regarding the usage of the application.

In addition, the researcher found some obstacles in developing the media. Since the researcher used Microsoft PowerPoint 2013, some features that made the presentation more interesting could not be used. The animation also could not be looping after the slide had been opened. And, since the iSpring Suite used was free trial, there was a watermark in the application on the top right corner. This reduced the space that could actually be used. The display of the final product can be seen in the following figure:



Figure 2. Homepage & Splash Screen Display of the final Product

Moreover, based on the results of evaluation, the findings showed its compatibility with the three related previous studies. According to Purboyo (2018), the interactive PowerPoint developed was suitable to be used for teaching recount texts in junior high school as the evaluation result showed that the multimedia was classified as very good with score 85.71% by the expert. Meanwhile, according to Nikmah et al., (2022), the interactive PowerPoint developed was appropriate to be used as learning media since the students' satisfaction response obtained 93%. Moreover, research conducted by Sayekti et al., (2023) also revealed that the interactive PowerPoint developed was feasible since the validity of the media experts was 87.5%, and the result of students' response toward the media was 62.10%.

The integration of interactive elements in PowerPoint presentations significantly enhanced student engagement and cognitive benefits by transforming passive learning into an active experience. This is proven by the questionnaire results in this research showing that 63% students stated the media developed helped them learn more easily and 59,3% stated it could increase their learning interest. During implementation, most students also seemed enthusiastic in the learning process, indicating that they actively followed the activities and responded positively when using the media. Moreover, studies indicate that when students actively participate in learning, they develop a deeper connection to the material and perform better in assessments (Mayer, 2009). It is also in line with this research in which 74% students achieved the learning objectives in the writing assignment. Features such as animations, quizzes, embedded videos, and interesting designs maintain students' attention and cater to different learning styles, fostering higher participation and focus. From a cognitive perspective, interactive presentations align with cognitive load theory, ensuring that textual, auditory, and visual elements are meaningfully integrated for better knowledge retention (Skulmowski & Xu, 2022). By reducing extraneous cognitive load and supporting engaging learning, interactive PowerPoint can help students process complex topics more effectively, leading to higher student satisfaction and academic performance.

IV CONCLUSION

The finding of this research reveals that the interactive PowerPoint developed in this research as a teaching and learning media of writing recount text for the tenth graders at SMK Yasmu Manyar is suitable and appropriate to be used in the classroom. This result can be seen in the teacher's and students' response toward the media. Moreover, based on the implementation, the students showed their enthusiasm to learn writing recount texts by using the media. It means that the aim of this research is fulfilled since the media is expected to help the teacher in utilizing ICT easily to enhance an engaging learning environment. The final product is in the application format which has 28 slides and can only be used in an Android device. The size of the application is 16.64 MB.

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TEXTBOOK ANALYSIS OF "SAHABATKU INDONESIA BIPA 7" LEVEL C1 USING BSNP STANDARDS AND CUNNINGSWORTH'S THEORY

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Abstract

This study examines the BIPA (Bahasa Indonesia bagi Penutur Asing) Textbook entitle "Sahabatku Indonesia BIPA 7" at the C1 level through the lens of the BSNP (Badan Standar Nasional Pendidikan) standards and Cunningsworth's Theory of textbook evaluation. The purpose of this analysis is to assess the alignment of the textbook with established Indonesian educational standards for foreign language learners and to evaluate its pedagogical soundness. The study employs qualitative methods, involving a detailed content analysis of the textbook, comparing its structure and materials to the BSNP's criteria for educational resources, such as content accuracy, language proficiency progression, and cultural integration. Additionally, Cunningsworth's framework is used to analyze the appropriateness of the textbook's design, including its educational goals, content relevance, and learner engagement. The results show that the "Sahabatku Indonesia BIPA 7" textbook generally meets the BSNP standards, though there are areas for improvement in terms of cultural sensitivity and learner-centered activities. The findings suggest that while the textbook supports the development of both language and cultural understanding, further refinement could enhance its effectiveness as a comprehensive teaching tool. This analysis contributes to the field of Indonesian language teaching by providing insights into textbook evaluation and offers recommendations for future revisions to align with best practices in language education.

Keywords: Textbook evaluation, BSNP standards, Cunningsworth's Theory, BIPA, Bahasa Indonesia

I INTRODUCTION

The growing global interest in learning Bahasa Indonesia among non-native speakers has increased the demand for high-quality instructional materials that integrate language learning with cultural understanding. The series of *Sahabatku Indonesia* learning materials for all levels of BIPA learners are distinguishable as one of the most important instruments for learning Bahasa Indonesia. Facilitating materials will be designed to enhance the learning of Indonesian language knowing that the learners will be learning cultural values at the same time. Through integration of culture into language, this series complies with the principles of integrated and contextualized language education for communicative purpose, and cultural sensitivity (Keles & Yazan, 2020).

This paper discusses previous research done on the language textbooks especially the duality of their functions namely as mediums of the language mastery and as bearers of cultural information. Research has established that appropriately inserting features of culture in the intended curriculum can improve students' interest, participation and authentic language utilization (McConachy, 2018). However, cross cultural studies on globalization and regional textbooks have highlighted skewed values representation where some values have been tended to be given a louder voice or completely overemphasized while others have been completely ignored (Kim & Paek 2015). It, therefore, implies that assessment of textbook integration, in this case, *Sahabatku Indonesia BIPA 7*, is necessary in the aspect of culture and language to determine compliance to the needs of the learners depending on their individual character or group.

There are several frameworks mostly used to assess textbooks, such as the BSNP standards-National Education Standards Agency, and Cunningsworth's (1995) theory of textbook evaluation, particularly from his influential book "Choosing Your Coursebook," provides a comprehensive framework for systematically assessing the suitability and effectiveness of language learning textbooks. His approach emphasizes that textbook evaluation should be a reflective process, aligning the textbook's content and methodology with the specific needs of the learners, the aims of the language program, and the pedagogical approach of the teachers.). According to the BSNP framework, the textbook evaluation takes into account relevance, language, quality of presentation, and graphic (Aulia & Ambarwati, 2023). However, in Cunningsworth's framework of purpose, content selection is broader from a pedagogical standpoint with the aims, interaction of skills, and cultural relevance included (Nurjanah & Umaemah, 2019).

Previous research has also successfully used these frameworks to assess language textbooks. For example, Saud (2023) examined the Skills for Success: “Reading and Writing” textbook using Cunningsworth’s criteria to show how objectives should be clear, and skills interrelated (Saud, 2023). Likewise, Akbar (2016) assessed the English textbooks of the eleventh-grade students’ focusing their contextual competencies’ relevance toward the BSNP standards (Akbar, 2016). BSNP and Cunningsworth frameworks were shown in these studies to be useful in analyzing and comparing texts in a systematic way. In the context of English language teaching, studies such as those by Tambunan et al. (2019) & Ratmanida & Suryanti (2020) have discussed the applicability of BSNP and Cunningsworth framework to evaluate textbook utility and selection. Tambunan et al. discussed the assessment result of Interactive English textbook for junior high school students based on the perspective of integrating skills and cultural relevance (Tambunan et al., 2019), while Ratmanida & Suryanti used both frameworks concurrently to examine the speaking materials for the senior high school and found-out that they did not cover the elements in line with the frameworks (Ratmanida & Suryanti, 2020).

More elaborate assessments have identified specific features of the texts in textbooks. For example, Sudaningsih and Ghozali (2020) studied about the analysis and the advantages or disadvantages of English textbooks prescribed for the high school level and the role of the coverage of all skills (Sudaningsih & Ghozali, 2020). Similarly, in the study of the application My Next Words, Novianti & Ambarwati (2023) concluded that the application is appropriate for young learners, and there are suggestions for improvements in graphical interfaces (Novianti & Ambarwati, 2023). However, to the authors’ knowledge, there is little research done on assessing BIPA textbooks especially for higher level learners like *Sahabatku Indonesia BIPA 7* at Level C1. To this end, the present study uses BSNP and Cunningsworth frameworks to analyse the linguistic and cultural features of the textbook. By identifying how effectively these elements are addressed by the textbook, this study plans to offer relevant information regarding the effectiveness of BIPA instructional resources and as such, make helpful recommendations for the improvement of the BIPA textbook.

II MATERIALS AND METHOD

This study employs a qualitative content analysis (QCA) approach research procedure to assess the context and content of the *Sahabatku Indonesia BIPA 7* textbook for the C1 level of learners. Content analysis basically involves the analysis of text and images with a view of categorizing them based on visible themes and thereby, aiding in the analysis of how aspects of language and culture are incorporated. In general, QCA is a recognized approach in various fields, and in the field of education, it can be used to study textbooks and other educational texts (Puspitasari, 2021). The analysis in this study aims to provide insights into the textbook’s effectiveness in addressing the needs of advanced BIPA learners.

The primary source of this research is *Sahabatku Indonesia* textbook used in BIPA programme for C1 learners. The fields, which require attention involve lessons, exercises, the cultural notes, pictures and diagrams of the textbook. These components were chosen as they are to understand how language and culture are introduced to learners (Masturah et al., 2021).

The study integrates two complementary frameworks. The first one is BSNP Standards that concerns with material relevance to the target audience, language used in the presentation, the quality of presentation, and its graphical interface. Another criterion is the match with learning curriculum objectives and soundness from pedagogy sense. The second one is Cunningsworth’s Theory (1995) that evaluates goals and purpose, structure and integration of skills, and approach. Focus on topic choices, on tasks and exercises, on the model, the target and the international culture while reflecting on cultural representation (Liu et al., 2021).

Collection of data was done by analyzing all the chapters and activities in *Sahabatku Indonesia* textbook. Text and picture texts were analyzed according to the information taxonomies described in the BSNP, and Pictures & Cunningsworth frameworks. For instance, each activity was categorized according to their activity type; reading, writing, listening or speaking (Aoumeur & Ziani, 2022). In light of this, the analysis was cross checked by two other raters who are conversant with textbook assessment. Inter-observer variability in coding or interpretation of data was also avoided since discrepancies were discussed and sorted out making the results more credible (Pratiwi, 2020).

III RESULT AND DISCUSSION

3.1 FINDINGS

This work seeks understanding on the extent to which *Sahabatku Indonesia BIPA 7* textbook is displayed, taught and developed based on BSNP benchmarks and as a C1 level learner textbook designed from the Theory by Cunningsworth. The conclusion relates to the admissibility of the textbook within the frame of traditional paradigms of education, and institution, and guidelines on how the textbook was developed to meet the needs of cultural balance and foundation for higher level learners.

3.1.1 CONTENT QUALITY AND RELEVANCE

Concerning the BSNP content standard, this textbook satisfies the needs of the advanced learners of Bahasa Indonesia through offering them simple, accurate, and pertinent information. The content is selected from a cultural perspective and suitable for learners of the C1 level of the CEFR. These result in learners making an effective and adequate use of the language in both the social/relatively casual and the academic/relatively formal.



Berbicara

Kegiatan 4

Simak kembali Audio 1 sambil membaca transkrip berikut!

Seorang pria datang bertamu di sebuah kantor. Dia meminta untuk dipertemukan dengan salah satu pimpinan kantor tersebut.

Andi : "Selamat siang, Bu!"	menyapa
Lina : "Selamat siang. Silakan masuk, Pak."	
Andi : "Kami dari PT Bumi Bahagia bermaksud menawarkan layanan manajemen keuangan bagi Ibu dan staf Ibu untuk jaminan pendidikan, kesehatan, dan masa tua. Apakah kami boleh minta waktu Ibu dan staf hari ini?"	meminta izin berbicara
Lina : "Maaf, kami belum dapat menerima Bapak hari ini. Kebetulan kami akan mengadakan rapat besok siang. Saya undang Bapak untuk menawarkan layanan tersebut, ya."	tujuan kedatangan
Andi : "Oh, terima kasih banyak, Bu. Kami akan datang besok siang."	menolak dengan sopan dan memberikan alternatif
Andi : "Baik, kalau begitu kami akan berada di sini sebelum pukul 13.00. Terima kasih atas kesempatan ini, Bu."	
Rudi : "Sama-sama, Pak."	
RT : "Kami pamit, Bu. Selamat siang."	terjadi kesepakatan penutup
Lina : "Selamatsiang."	

Figure 1. Content of the Book

Figure 1 depicts a speaking activity (*Berbicara*) from the *Sahabatku Indonesia BIPA 7* textbook, showcasing a dialogue in a formal business setting where Andi from PT Bumi Bahagia offers financial management services to Lina. The conversation demonstrates polite Indonesian language and etiquette, including greetings (*Selamat siang, Bu!*), introductions, and a polite declination with an alternative suggestion. The dialogue progresses to an agreement on a future meeting, concluding with formal closing remarks. Annotations on the side, such as *menyapa* (greeting) and *menolak dengan sopan dan memberikan alternatif* (politely declining and offering an alternative), highlight the lesson's focus on practical communication skills and cultural appropriateness.

The grammar and the foreign language vocabulary used in the textbook are difficult, accurate to the specific level, and matched to real-life situations. For example, learners are taught grammar and use of the English language in such a way that they get to learn new high level English constructions and are given the opportunity to use high level English in practical areas as business, academics or social life.

The content is well arranged and the ideas presented are broken down systematically with an improvement in difficulty as the content progresses. The textbook shows strong coordination between the enhancement of language and cultural understanding and does not impose a bias. This stems from

the fact that the textbook successfully integrates the development of both language and culture skills at the same time.

3.1.2 ORGANIZATION AND STRUCTURE

The textbook displays a logical and clear structure with sections well organized in a progressive learning system. This is in line with the BSNP expectations where textbooks are supposed to present a well-coordinated and logically constructed approach to learners.

PETA MATERI

Lingkup Kompetensi:
Mampu memahami informasi hampir semua bidang dengan mudah dan mengungkapkan gagasan secara spontan, lancar, dan tepat.

Unit/ Tema	Tujuan Komunikasi	Keterampilan Bahasa				Pengetahuan Bahasa	Wawasan Keindonesian
		Menyimak	Berbicara	Membaca	Menulis		
Unit 1 Negosiasi	Menciptakan teks untuk menawarkan jasa dan menanggapi secara lisan dan tertulis	Memahami informasi teks melalui percakapan pendek	Menawarkan jasa dan mampu menanggapi nya	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan negosiasi serta meresponsnya	Menyusun teks tulis dan teks lisan untuk menyatakan dan merespons ungkapan negosiasi	Menggunakan kosakata tentang menawarkan jasa dan menanggapi nya	Budaya Negosiasi di Indonesia
Unit 2 Presentasi	Menciptakan teks presentasi secara lisan dan tertulis	Mengidentifikasi informasi pesan berdasarkan simakan tentang kegiatan presentasi	Memberi dan meminta informasi terkait kegiatan presentasi	Membaca kegiatan presentasi	Membuat proyek presentasi	Menggunakan kata interjeksi	Presentasi yang Menarik Audiens
Unit 3 Melamar Pekerjaan	Mampu memberi dan meminta informasi dengan argumentasi yang baik dalam melamar pekerjaan	Memahami isi pesan dalam percakapan tentang melamar pekerjaan	Mampu mengungkapkan pendapat yang baik dalam kegiatan wawancara pekerjaan	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja sesuai dengan konteks penggunaannya	Menyusun surat lamaran pekerjaan	Memahami unsur kebahasaan yang ada dalam surat lamaran pekerjaan Kosa kata yang berhubungan dengan lamaran pekerjaan	Etika dalam Wawancara Kerja
Unit 4 Proposal	Mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan yang	Mengidentifikasi informasi dalam proposal kegiatan atau penelitian	Melengkapi informasi dalam proposal secara lisan	Menganalisis isi, sistematika, dan kaidah kebahasaan dalam proposal	Menyusun proposal karya ilmiah atau kegiatan	Menggunakan kosa-kata terkait dalam proposal sesuai dengan konteks kegunaannya	Proposal yang Menarik

Figure 2. Structure of the Book

Figure 2, presented the *Peta Materi* (Material Map), presents the structural organization of the *Sahabatku Indonesia BIPA 7* textbook, designed to help learners understand information across various fields and express themselves fluently. The textbook is divided into units that integrate communication goals, language skills (listening, speaking, reading, writing), Indonesian language knowledge, and cultural insights. These units cover themes such as negotiation, presentations, job applications, and proposals, with each unit detailing specific language skills, vocabulary, and cultural aspects relevant to the theme, aiming to develop comprehensive communicative competence in Indonesian language learners.

In terms of unit design, most of the units start with vocabulary/grammar presentation followed by the incorporation of the sentence patterns, usage, or components into the listening, speaking, reading and writing sections of the lesson. The arrangement into different units with the review section after every few units is useful due to a facility to revise.

The textbook also includes cultural notes that connect language to real-life scenarios, reinforcing the relationship between linguistic skills and cultural contexts. This approach enables learners to see the practical applications of language in Indonesian society, enhancing both language skills and cultural understanding. However, while the overall structure is strong, the transition between sections could be more seamless. At times, the shift from grammar-focused sections to those centred on cultural discussions feels slightly abrupt. A clearer connection between the two would improve the flow and help learners make connections between form and function.

3.1.3 CULTURAL INTEGRATION

However, one thing that I have noticed in *Sahabatku Indonesia BIPA 7* textbook is that it contains a lot of cultural aspects from Indonesia. Culturally related content should be introduced together with language learning in order to develop an intercultural competence, and this textbook offers an excellent opportunity to do this. This way it offers culture-bound aspects like proverbs, folk tales, social relationships, practices and current events to which the learners can relate to when learning how language functions in social relations.

Looking at the cultural ways of interacting in the Indonesian society, many examples are provided for the learners explaining how the language is used in given contexts. For instance, the textbook takes

care of explaining the nature of formality and politeness inherent in the language to help learners looking to function in business or academic settings.

Pelajari struktur Teks 2!

Struktur teks	Teks	Ciri Kebahasaan
Pembuka	Halo, saya Nina, episode kali ini, saya akan membahas masakan khas asli Indonesia yaitu soto. Tahukah Anda apa itu soto? Ada berapa banyak soto di Indonesia? Ya, soto adalah makanan khas Indonesia seperti sop yang terbuat dari kaldu daging dan sayuran. Daging yang paling sering digunakan adalah daging sapi dan ayam, tetapi ada pula yang menggunakan daging babi atau kambing.	Perkenalan diri
Isi	Berbagai daerah di Indonesia memiliki soto khas daerahnya masing-masing dengan komposisi yang berbeda-beda, berikut soto-soto yang ada di Indonesia (1) soto Madura, (2) soto Kediri, (3) soto Pematang, (4) soto Lamongan, (5) soto Jepara, (6) soto Semarang, (7) soto Kudus, (8) soto Betawi, (9) soto Padang, (10) soto Bandung, (11) soto Sokaraja, (12) soto Banjar, (13) soto Medan, dan (14) soto Makassar. Wow, banyak sekali! Oh, ya, soto juga diberi nama sesuai isinya, misalnya soto ayam, soto babat, atau soto kambing. Ada pula soto yang dibuat dari daging kaki sapi yang disebut dengan soto sekengkel. Selain beragam soto di tiap daerah, soto juga mempunyai beberapa varian nama, yaitu soto di Banyuwangi, Coto di Makassar, dan soto di daerah Jawa Tengah, dan tauto.	Kata interjeksi: <i>wow, wah, yuk</i> Kata fatis: <i>oh, ya</i>
Penutup	Kemudian, mengenai cara penyajian soto. Cara penyajian soto itu juga berbeda-beda sesuai kekhasan di setiap daerah. Soto biasa dihidangkan dengan nasi, lontong, ketupat, mi, atau bahun. Untuk menambah kenikmatan soto, biasanya juga disertai berbagai macam lauk, misalnya kerupuk, perkedel, emping, sambal, dan sambal kacang. Ada pula yang menambahkan telur puyuh, sate kerang, jeruk limau, berbagai macam gorengan (tempe, tahu, bakwan) dan koya. Wah, nikmat sekali, ya! Yuk, sahabat yang belum mencoba berbagai soto khas Indonesia setelah ini coba, ya! Dijamin ketagihan. Sekian dulu video saya, sampai bertemu di video selanjutnya. Jangan lupa beri tanda suka dan ikuti terus channel saya, ya. Salam cinta Indonesia.	Simpulan; Kalimat penutup

Figure 3. The Cultural Integration in the Material

Figure 3, titled *Pelajari struktur Teks 2!* (Learn the structure of Text 2!), presents an analysis of a descriptive text about *Soto*, a traditional Indonesian soup. The text is broken down into three parts: *Pembuka* (Introduction), *Isi* (Content), and *Penutup* (Conclusion). The introduction features a personal address, the content provides detailed information about various types of *Soto* from different regions in Indonesia, and the conclusion summarizes the information and encourages the audience to try the dishes. The analysis also highlights linguistic features, such as personal pronouns in the introduction, interjections and descriptive adjectives in the content, and concluding sentences in the conclusion.

That being said, there are opportunities for expanding cultural content to represent a wider range of Indonesian Society. Indonesia is a country with more than three hundred ethnic groups and tens of languages and traditions. By supplementing the textbook content with views from these regions of Indonesia, like Balinese or Javanese, or the language in Papua, students would get a much more balanced view of the country. Also, learnings of Indonesia's religious beliefs and present cultural issues can enhance learners' insights regarding Indonesia.

3.1.4 PEDAGOGICAL APPROPRIATENESS

It can be definitely recommended for C1 learners, and includes a broad variety of tasks that get the students to employ the language in complex settings. The exercises promote a high degree of both freewheeling and controlled practice of the language pertinent to its actual utilisation. For example, students are expected to produce formal report, arguments, and critical position papers in front of an audience that force them to use appropriate, complex, and accurate language and syntactic structures.

The task-based approach is particularly beneficial for advanced learners, as it enables them to engage with the language actively and meaningfully. Tasks such as role-plays, simulated real-life scenarios, and group discussions foster critical thinking and problem-solving, important skills at the C1 level. Although the textbook encourages participation, there is a degree of learning which may be made more individual in the participating tasks. For example, the activities which involve learner reflection or assessments by peers could increase learner independence and their interest in subject matter.

Kegiatan 7

Buatlah rancangan siaran radio dengan mengikuti langkah-langkah berikut ini!

1. Tentukan nama radio tempat Anda akan melakukan siaran.
2. Tentukan program, segmentasi, gaya penyiaran, jam tayang, dan durasi tayang.
3. Tentukan tema dan tujuan siaran radio.
4. Buatlah rancangan skrip penyiaran yang meliputi pembuka, isi, dan penutup.

Nama Radio :

Program :

Segmentasi :

Gaya penyiaran:

Jam tayang :

Durasi tayang :

Tema :

Tujuan :

Skrip :

Pembuka	
Isi	
Penutup	

Figure 4. Task-Based Approach

Task-based approach activity in the figure 4, titled *Kegiatan 7* (Activity 7), presents a structured exercise for learners to create a radio broadcast plan. The activity guides students through the process, starting with determining the radio station's name, program details (segmentation, broadcast style, time, and duration), and the theme and objectives of the broadcast. It then instructs them to develop a script outline that includes *Pembuka* (Introduction), *Isi* (Content), and *Penutup* (Conclusion) sections, providing a template for organizing their script. This activity aims to develop practical skills in creating structured content for radio broadcasting, integrating elements of planning, organization, and scriptwriting in Indonesian. Apart from the fully directed work by the teacher, other more guided tasks – for instance, project work or discussion – may be incorporated to address learner independence. This would enable students to come across subjects of their own choice, which in turn would lead to high motivation level as well as identifying a close relation with the language.

3.1.5 BALANCE OF LANGUAGE SKILLS AND COMMUNICATIVE GOALS

All in all, the textbook fairly and reasonably combines language development and communicative orientation in language learning. Nevertheless, the priority is given to equal comprehensiveness both in grammar and vocabulary with the contrasting accent on using the language in a free and spontaneous manner to cover different types of communication. This is in consonance with what Cunningsworth alluded to as the Theory of Communicative, a proposal that requires interactive communication to be the guiding framework for designing a textbook.

 **Menyimak**

Kegiatan 1

Simak Audio 7




Jawablah pertanyaan berikut sesuai informasi yang Anda dengarkan dari Audio 7!

1. Apakah yang sedang dibicarakan oleh Nana dan Rendi?
.....
2. Apa judul novel yang dibaca oleh Nana?
.....
3. Mengapa Nana tidak bisa tidur setelah membaca novel itu?
.....

Figure 5. Language Skills and Communicative Goals

Incorporating complex cases, the textbook offers a wide range of materials needed by learners to develop actual communication skills. For example, the listening sections of various items introduce learners to the actual native speakers of the country, focusing on listeners of different parts of Indonesia, which can hardly be overestimated as far as the opportunities for the further study of a chosen language is concerned.

At the same time, the range of speaking and writing tasks found in the textbook can be expanded, with a view towards including more interactional language therein. For example, more attention can be paid to such aspects of dialogue as the linguistic behaviour or activities that replicate negotiations, persuasive speeches, and the narration of culturally appropriate remarks in the particular situations. Such activities should foster not only the development of the strict linguistic competencies of students but also preconditions for their further practical activity in various social contexts.

3.2 DISCUSSION

The analysis of the *Sahabatku Indonesia BIPA 7* textbook shows that it is fit for use in teaching Bahasa Indonesia at C1 proficiency level. This makes it easier to conclude that the textbook also performs well in several BSNP standards under content issues, language and cultural dimension. However, when analysed in more detail, it becomes apparent what aspects can be sharpened even more in order to maximise its utility for language learners.

3.2.1 STRENGTH OF THE BOOK

A significant strength of the *Sahabatku Indonesia BIPA 7* textbook lies in its content and the inclusion of cultural aspects, recognized as integral to vocabulary learning. According to the current trends in the study of modern language learning, language and culture cannot be separated; therefore, when a language is taught without cultural background, a learner is most likely to be hindered in general communication (Kramsch, 1993) This view, integrated works of Indonesian culture including social

etiquette, customary rituals, as well as current culture-related concerns reflect with the intercultural communicative competence model as outlined by Byram (1997). What is more important is the practical training to combine linguistic and cultural knowledge, as otherwise, learners acquire not only language skills but also language in use in a particular culture. For example, intercultural communication can help to get acquainted with the proper ways of using language in a certain context, and thus contribute to the development of language competence as applicable in both, daily and academic, interactions (Risager, 2007).

The textbook also conforms to communicative language teaching (CLT) which pays attention to patterns of language use as used in real life. The second theory is Content and Language Integrated Learning (CLT) advances the opinion that language teaching is not aimed at passing knowledge of language only but to help the student to use the language in the real-life context. This enables *Sahabatku Indonesia BIPA 7* to help learners construct actual acting tasks like role play, flow of conversation, and presentation. These activities promote communicative competence, ensuring that learners are not just acquiring vocabulary and grammar but are also able to deploy their knowledge in meaningful communication. This is particularly valuable for C1-level learners, who need to refine their language skills to handle complex topics and express nuanced opinions.

The properly hierarchical arrangement of the subject matter is another strength of the textbook suitable for use for learners at the C1 level. Studying the progression of language teaching pupils assert that the materials for post-intermediate students should cover challenging material in proportional stages so that the learners are not overburdened (Hedge, 2000). This is made possible in the following manner; First, the text presents new structures systematically beginning with familiar ideas and then moves up in terms of difficulty. This approach guarantees that one prepares for any communication event that learners may encounter in their day-to-day communication including casual and formal, academic and professional.

3.2.2 AREAS FOR IMPROVEMENT

Even though *Sahabatku Indonesia BIPA 7* has many positive aspects however there are some things that can be improved in order to make its contribution to language as well as cultural acquisition more efficient. A major weakness however is that the textbook lacks cultural diversity. To some extent the content provides views on Indonesian traditional practices and outlooks but does not reflect all the spectrum of Indonesian characteristics. Celebrations in Indonesia are very important for the people of the country and are defined by more than 300 ethnic groups that are different by language, tradition and so on. If more of local cultures are included into the cultural contents presented to the learners it will give the learners a broad view of the country and its people's different ethnic groups such as the Balinese, Javanese or even the Papuan cultures (Adams, 2014). This is also aligned with BSNP standards that require the portrayal of Indonesian pluralism cultural diversities properly. However, as readers are exposed to a broader cultural setting, learners are thus better placed to deal with different concentrations of the society and be able to relate to persons all over the regions of Indonesia.

Further, it must be noted that though cultural content is present in the textbook, still more attention should be paid to the modern Indonesian society. Most of the concepts revolve around maintaining culture, but more could be said about present day issues of for instance; urbanization, technological advancement, and political instabilities, which are topics most relevant to students who will be engaging with Indonesian society in the 21st century. Including contemporary issues would ensure that learners are equipped with the language skills needed to discuss a range of topics, from social media to environmental challenges, which are crucial for real-world communication in today's world.

A second intervention area is the promotion of learner participation. The textbook also contains a great number of tasks that focus on the four language skills which include speaking, listening, reading, and writing; however, the majority of these tasks are very prescribed and teacher-centred. As noted in the research of Littlewood (2004), strategies that are attentiveness to the learner are more effective in promoting learner's motivation as well as learners' activity. It is possible that by introducing more open-ended assignments and peer cooperation supported by the textbook, the learner could be made more accountable for their foreign language learning. For example, it may include learning activities, which presupposes problem solving in groups, peer evaluation, or individual critical analysis. It would also facilitate the provision of self-checking instruments as a means of monitoring progress as well as discovering weaknesses in the continuing learners' study as the advanced learners prepare for proficiency tests or professional use of the language.

However, while on overall, the book is sensitive to the separation of language form and language function, more could be done to link grammar to the performance of communicative activities. Bernstein (1971) states that the final kind of NSL development for advanced learners must allow them to be able to use grammar as a resource for communication as opposed to an abstract syntactic system. At the same time, as the textbook explicates complicated grammar patterns, it can be further improved with more practice materials that show how these patterns may be used in actual communication. For instance, even more, the active communication initiatives can be focused on the tasks, which replicate the real-life communication, including the negotiation or persuasion, as well as the expressions of the opinions. These tasks would make students to use grammar rules learned with appropriate contexts in order not to cram the structures only.

Thus, the textbook may also suffer from a lack of a comprehensive Learners' skills Development Matrix. Although tests assess individual language skills, a broader view of communicative competence could be obtained if the focus of tests targeted at learners were put into an overall context. By including multimodal assessments that involve both receptive (listening and reading) and productive (speaking and writing) tasks, the textbook could better prepare learners for the types of language use they will encounter in real-life contexts.

IV CONCLUSION

In conclusion, *Sahabatku Indonesia BIPA 7* provides practical and extensive materials helpful for facilitating Bahasa Indonesia teaching at C1 proficiency level. Over and over again, the textbook demonstrated great strengths in integrating language learning with culture discovery which makes this textbook to be profound for those learners, who strive for both language and culture mastery. Teachers can work with this program because it adheres well to BSNP standards – it is straight-forward and sequential, dense with content and materials which are culturally important when engaging with performance levels of languages. Moreover, its approach can be considered as more appropriate in accordance with CLT – communicative language teaching focused on language interaction and communicative language competence.

However, some changes can still be made in the part of the improve the textbook under discussion. These are, for instance: to better address the cultural background of Indonesian community and families; to provide more activities for learner involvement; and to enhance the connection between grammar and communication activities. Although it is valuable for practical language and culture acquisition and transmission, these improvements would make it even more beneficial in terms of readiness of students to communicative practice in Indonesia and enhancing students' learning activities toward higher levels of autonomy and responsibility.

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A SYSTEMATIC REVIEW ON TEXT-BASED COMMUNICATION OF WOMEN'S LANGUAGE

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Abstract

Text messaging is one of the most sought topics in exploring the impact of gender-based language in non-verbal communication. Some elements in text messaging include symbols (emoticons and emojis), word expansion, curse words, capitalization, and other linguistic alterations that are reviewed as the top discriminators of the two genders. This study exposes on several previous studies on how women utilize and create new meanings of text-based communication features to compensate for the absence of non-verbal communication. This current study uses a qualitative method, adopting a literature review approach to select previous research papers and books, including journal articles and books. The present review highlights the finding that women's language incorporates lexical and non-lexical linguistic features as tools to convey emotional nuances effectively. Future research on how men and women perceive expressive features is suggested.

Keywords: *Gender effect, Non-verbal communication, Text-based communication, Women's language*

I INTRODUCTION

In today's digital era, communicating through text (texting) has become one's way to communicate due to its efficiency, reaching across distances. Texting, while often seen as a convenient solution for remote communication, can lead to significant miscommunication due to the absence of nonverbal cues. This lack of nonverbal communication makes it difficult to convey tone, emotion, and intent, which can lead to misunderstandings. This issue is particularly notable among women, who have developed strategies such as using emoticons, punctuation, and letter repetition to convey intonation and emotion. Despite research suggesting that texting is free from gender effects (Hancock et al., 2007), the substantiality of these strategies indicates a gendered dimension in text-based communication that warrants further investigation. Therefore, this study aims to explore some emerging topics on linguistic features of women's language, especially when translating nonverbal cues in verbal communication into text-based communication. Moreover, discovering the meanings of using those features is another step the present study is pursuing. This is relevant for studying gendered communication as it shows how women adapt their texting to compensate for nonverbal cues, revealing gender-specific features and challenging the idea that texting is free from gender effects.

Texting has been a tool to fulfil human needs for staying connected (Harrison & Gilmore, 2012; Holtgraves, 2011; Thurlow & Brown, 2003). Nowadays, texting tools have drawn sociolinguistic attention to studying this phenomenon. Thurlow and Brown (2003) mention that "in their text-messages, young people 'write it as if saying it' to establish a more informal register which helps to do the kind of small-talk and solidary bonding they desire." Their research, participants show persistence in the English language, adapt message length according to their needs, and employ affective strategies to replace nonverbal communication. That means one would mimic real-life conversation in texting; in other words, they bring their real-life communication style. On the contrary, Lee (2014) disagrees with this statement. Based on the study, users still tweak their "personalized" texting style to accommodate the receivers' perception of themselves. It contradicts the previous take because one person can have different roles from their occupations. They cannot even "be themselves" in an online dimension (Lee, 2014). With this in mind, sociolinguistics looked at how people use texting applications and features to reach their goals, both at an informational level and a relational level.

Over the years, innovations in texting—such as new abbreviations and features—have continually emerged. Some of these linguistic inventions have remained relevant for years, evolving into "social norms" in online communication (Sebastian & Nugraha, 2019). Despite these changes, one consistent pattern endures: gender-based communication styles remain broadly similar. This consistency may be attributed to cultural transmission, passed down from parents to children or shared among peers (Coates, 2017). On the other hand, relational-level communication requires features that help express emotions, ideas, and abstract feelings that are indescribable (Hancock et al., 2007). To ensure the need is well

acquired, technologies are developed to create better versions of text-messaging tools, applications, and even features such as emoticons (emotion icons displayed as :)), emojis (upgraded versions of emoticons that include concepts and ideas, displayed as 🙌💕), emotive words (e.g. “Wow! That’s great!! So happy for you”). and even linguistic alterations (Ali et al., 2021; Farina & Lyddy, 2011; Holtgraves, 2011). These features help translate one’s feelings, which are usually expressed in facial expressions and body language, into a text-friendly format.

Users found that they could creatively define different situations or emotions by exploring and combining different orthographic emotive expressions. These are orthographic emotive expressions that let users utilize different combinations of letters and numbers, misspellings, capitalizations, and punctuation marks to convey a certain meaning (Albritton, 2019). For instance, in his paper, a full capitalized sentence (e.g. “*WHAT WERE YOU THINKING??*”) refers to how one would yell in real life, which means not always a positive emotion. While exclamation marks may also refer to similar “yelling” but in an excited tone. Some combinations of punctuation are also used for creating human facial expressions, though limited. This became the emoji that active users of text messaging apps know today. Ali, Hasnain, and Beg (2021) and Holtgraves (2011) added and supported some of Albritton’s findings, such as the overuse of sounds (which others refer to as word expansion). Some examples for this can look like “okkkkkk” and “ughhh”. It is used when one wants to emphasize some words and to indicate surprise. As mentioned earlier, this shared knowledge of linguistic features that have a particular meaning stems from a person's need to connect virtually. They come up with having emoticons, emojis, and then using certain symbols that represent or mimic how one would use them in real-life conversation.

Based on Verbiest (1987) study, although women do say what they mean, they participate mostly in a shared presupposition system, which means both speaker and hearer know the meanings or contexts that play into their conversation without explicitly putting them into speech. Society expects women, based on surveys and studies, to talk too much but also to give too little information, or some would say women communicate more implicitly. They also associate women with speaking and behaving emotionally (Brouwer & de Haan, 1987, p. 192). Some studies even presented proof of inequality between men and women, which was brought from face-to-face interaction into online communication (Herring, 2003). More studies agree and might have proved the association between women and stereotypes that have happened for a long time. There is always something nurturing about women and girls that makes them act and speak the way they do (Eckert, 2003; Holtgraves, 2011; Lakoff, 1973; Newman et al., 2008).

Essentially, women, even in online communication, are still tied to certain ideal perceptions which burden their way of interacting. Thus, non-verbal cues play a huge role in supporting their conversation, including but not limited to showing interest, making assertions, agreeing and disagreeing, and showing discomfort. Those cues were claimed to be created by women and their creativity in using what is existing (Kasesniemi, 2003). Some of their strategies are also found to be breaking those stereotypes. Some researchers have done studies about women’s efforts to express the unsaid cues in text, which can be seen in the following section. Therefore, the present study narrowed down some specific features to be discussed, which represent women’s language based on past experimental studies that compare women's and men’s language in texting. Furthermore, this paper connects insights from various studies to identify the linguistic features most commonly used by women in text-based communication and to explore their meanings. The goal is not to reinforce stereotypes about women but to celebrate their distinctiveness.

II MATERIALS AND METHODS

This study used a qualitative method, adopting a literature review approach to analyze the existing studies on the effect of gender on text-based communication, especially women’s language. To conduct the literature survey, studies of different authors investigating gender-based linguistic patterns in texting or text-based communication were gathered from platforms such as Google Scholar, Research Gate, ProQuest, SAGE, and Taylor & Francis. These search engines were sufficient to provide research from varying journals and publishers. They are also widely used and are known for their credibility in finding studies for references. The findings were filtered using keywords such as (a) “gender-based,” (b) “texting,” or (c) “text-based communication,” (d) “women and language,” and (e) “linguistic features.” In some attempts, the keywords were combined differently [such as (a) – (e), (d) – (b)] to present different outcomes, however, not all combination was successful [e.g. (c) – (e) might produce research that used emails as platform when this study is focusing on texting]. The search results, about more than

25 literature pieces, included published research articles, literature reviews, books, and conference proceedings. Based on these results, additional filters were applied by limiting the search to the field of study on the following two keywords: “communication” and “language”, resulting in 20 studies, including published research papers and books. The topics are organized based on the broader theme of women and language, which ultimately boils down to the use of language in texting. This focus leads to examining linguistic features commonly used by women and their meanings, based on previous research and theory.

Table 1 shows twenty previous studies from research articles and books; some studies discussing more than one sub-category are placed repeatedly in the table. There will be a repetition of the same author(s) and studies with different sub-categories, for example, Lakoff's work may be found in the Emotive and Swear Words subcategories.

Table 1. Twenty Featured Studies

Categories	Subcategories	Studies
Lexical	Emotive words	Eckert(2003); Hancock et al., (2007); Holtgraves (2011); Kasesniemi (2003); Lakoff (1973); Leaper & Robnett (2010); Newman et al. (2008); Tannen (2007)
	Swear words and strong words	Eckert (2003); Lakoff (1973); Morahan-Martin (2000); Newman et al. (2008)
	Word Count and Details	Baron (2004); Holtgraves (2022); Leaper & Robnett (2010); Newman et al. (2008)
Non-lexical	Unconventional Spelling	Albritton (2019); Ali et al. (2021)
	Punctuation Marks	Baron & Ling (2011); Shortis (2016); Waseleski (2006)
	Emoticons and Emojis	Butterworth et al. (2019); Dresner & Herring (2010); Holtgraves & Robinson (2020); Kasesniemi (2003); Novak et al. (2015)

III RESULTS AND DISCUSSION

For ease of understanding the form and meaning, those features are categorized as lexical and non-lexical. This is done in accordance with Albritton's (2017) essay, which also categorized the features according to the format. It is worth noting that this paper does not cover all features existing in lexical and non-lexical feature categories. In that light, it is necessary to draw the line to indicate what features are considered lexical and non-lexical. Lexical features are those in which users incorporate literal words to mean what they say (directly or straightforward), for instance, emotive words (*mad*, *amazed*), swear words, and adverbs, and word counts or length. On the other hand, non-lexical features describe non-straightforward features such as spelling, expansion, capitalization, punctuation marks, emoticons, and emojis.

3.1 EMOTIVE WORDS

Women are considered to be more expressive than men. Thus, the use of emotive words, which communicate their meanings as they are, is expected to exist in women's language even in texting. This tendency might be caused by the idea that women are more likely to have more discussions that cover home and personal matters (Leaper & Robnett, 2010). However, expressiveness was seen differently for women. The study of women and their emotive words has been done for years and the result has always been similar. It is that women are perceived as more nurturing and loving (Eckert, 2003; Lakoff, 1973; Tannen, 2007) – they are soft-spoken and always use emotive words linked to polite forms of speech. For example, “please”, “thank you”, and even “*Could you...*”. It is supported by studies about implicit

messages that women use (Holtgraves, 2011; Leaper & Robnett, 2010). This might have happened with social status and standards pinned on women (Kasesniemi, 2003).

Today's studies proved that women find it easier to "say what they feel" using their various emotive words (Hancock et al., 2007; Newman et al., 2008). Even compared to men, women's glossary of emotive words ranges wider from positive to negative emotions. There is almost no hesitance in using psychological process words from positive (e.g., happy, excited, glad) to negative (e.g., sad, mad). In some studies, some even found that women also express their anxiety in texting in the form of emotive words. These are mostly done concerning the closeness of the sender and receiver. The closer they are, the more bluntly they can be in terms of expressing their emotions.

3.2 SWEAR WORDS AND OTHER STRONG WORDS

Some text messaging users might also use word association mechanisms to express non-stated emotions differently. Swear words can reflect someone's feelings when context is taken into account. According to Holtgraves (2011) and Newman, et al. (2008), women use swear words occasionally, but not as often as men. It is assumed that women's tendency to be polite in language, even in informal communication, still closely affects their word choice. They often avoid strong words, such as swear words, that hold not only a firm tone but also a negative message (Eckert, 2003; Lakoff, 1973). A similar case might also have caused women to use hedges and tag questions. In Leaper and Robert's (2011) study, they discovered how women used these features of tentative language more than men to strengthen the intensity of the conversation or foster collaboration.

In contrast, Ali et al. (2021), Herring (2003), and Thurlow & Brown (2003) show that women do the opposite. Women are found to utilize strong, intense adverbs in texting (Newman et al., 2008), ones which were believed to be rare in women's language features. Although such a finding exists, most studies support the former idea. Leaper and Robert (2010) concluded this as a very contextual case, meaning women may respond differently according to their context. Women, or people in general, fall into the expected gender-based behaviour when encountering different events. Meanwhile, seeing this tendency as a negative and derogative way of thinking is also incorrect. Women use such techniques with no other means than to have positive socioemotional relationships in online communication (Morahan-Martin, 2000).

3.3 WORD COUNT AND DETAILS

Another interesting finding surrounding the stereotypes that tied women's tongues in text-based communication language is the word count. Studies have found that women tend to talk a lot more than men in face-to-face communication (Baron, 2004). The case happened the other way around in text messaging. Females do not produce more word count than males. This might have happened due to males' use of longer words which contain long nouns (two or more syllables), articles, and prepositions (Leaper & Robnett, 2010; Newman et al., 2008). Not to mention, Newman et al (2008) also found that the discussion topics are different among men and women. Men are most likely to talk about current concerns that are more informative, surrounding the areas of occupation, money, and sports. Women's discussions are more involved in the topics of other people, emotions, details, and homes. Notice that even though women discuss details (for example, instead of "blue", they go with "turquoise"), it doesn't help with the message length they produce.

However, based on Baron's study, women send more texts than men, meaning women get more turns to "talk" in text than men. Therefore, the frequency of texting also plays an important role. When a woman texts, there is a greater chance of receiving responses than men. Therefore, a woman might send three short messages when a man sends one long message. Despite producing fewer words than men, women still communicate better than men in text messaging. In their implicitness, they connect with the receivers and understand the intention of the senders (Holtgraves, 2022). So, word count might not play a role in the ability to communicate in text messages.

3.4 UNCONVENTIONAL SPELLING: WORD EXPANSION AND CAPITALIZATION

Spellings hold an important aspect in text-based communication. With the absence of facial expressions and intonations, users rely on text and their spellings. Users took this as an opportunity to be innovative while also being convenient. Replacements of words with letters or numbers are often found in text messaging (such as "how r u?"). Both men and women use these features as reported in Ali et al. (2021), Sebastian and Nugraha (2019), and Thurlow & Brown (2003). Women are more likely to use unconventional spellings in the form of word expansion. This might look like "yeaaaaahhhh",

“okkkkkkk”, and “suurreeee”, which Ali et al. (2021), Albritton (2019), and Baron and Ling (2011) describe as the result of phonological influence in favour of writing words as pronounced. It creates an effect of length in pronouncing the word to show playfulness. Sometimes it is also associated with loud pronunciation. In the same studies, such usage might implicitly state surprise and emphasis.

Another case of unconventional spellings in capitalization (Ali et al., 2021), women commonly use capitalization to show different emotions and intentions, namely surprise, anger, and emphasis. Capitalization is found in different forms, such as capitalized letters in words and sentences. Some cases have scattered capitalized letters in what is supposed to be one word. In other words, these unconventional spellings help the receivers hear the words acted out in a dramatic manner.

3.5 PUNCTUATION MARKS

Studies show that women use punctuation marks in texting (Hancock, Landrigan, & Silver, 2007; Ali et al., 2021). This mixture of letters and punctuation does not follow conventional or formal writing. Therefore, it is specified in texting style. Punctuations discussed vary from full stops after a word or in between letters to a random mix of all existing punctuation in one message (Baron & Ling, 2011). Each is used differently and has a different meaning. For instance, Dresner and Herring (2010) show below how different uses of punctuation mean different things.

“Consider “Oh, great!” vs. “Oh, great.” —the former conventionally expresses enthusiasm, while the latter may imply just the opposite [if not sarcasm].”

Even the women interviewed in Baron and Ling (2011) see the latter type of text as boring (in their words “lifeless”) or (intentionally) sarcastic. There is also “*I know it’s sad...*” that indicates speech trailing off, or when it’s put in the middle of a sentence as “and the worst part is... he doesn’t know” to separate sentences, or create a dramatic effect. Sometimes, women also use “*omg!!!!*” to indicate excitement or surprise or even just a friendly gesture (Waseleski, 2006). Lastly, there is “*asdfghjkl;’p3p302#\$\$%^&*” or similar to that to convey excitement or confusion.

Although this is commonly found among women, only young women or girls pay attention to such details. Following Baron and Ling (2011), the older the users are, the fewer these variants are in their text messages. The same finding exists in adolescents’ texts in Shortis’ research (2016), which shows how younger female users would text. This indicates that even if gender has been used as a variable, other factors like age would still exclude some tendency of a gender.

3.6 EMOTICONS AND EMOJIS

Women and their expressiveness cannot be separated, even through mediated communication. It is reflected in the active use of emoticons and emojis now and then in women’s text messages. By definition and usage, emoticons, or emotion icons, and emojis are similar. They are used to replace facial expressions in a faceless environment. The difference between them lies in their format. One emoticon is a combination of symbols (e.g. :-)) and >:-D) while one emoji is one small shape counted as one character on keyboards (e.g. 😊 and 🎁). Emojis are the developed version as it gives broader options from facial expressions to concrete items and ideas. Sometimes, emojis alone are enough to speak one’s mind through texts. Holtgraves and Robinson (2020) supported this finding from their research. Women text using only emojis and both senders and receivers seem to not have any problem understanding the message (Holtgraves & Robinson, 2020). Kasesniemi (2003) also mentioned this in the use of emoticons. In her findings, women make use of the symbols to make unique “pictures”, in other words, to portray something. Due to the limitations of symbols, this “picture” takes more space than emojis and requires creativity to combine them.

Other than mentioned, previous studies have only observed the use of emoticons and emojis to replace facial expressions or to communicate emotions. A study found that women use emoticons to indicate positive emotions, but that does not mean women do not share negative emotions through emoticons, either (Dresner & Herring, 2010). On the other hand, another study proved that society disagrees with this movement. In regards to using “less positive” emoticons and emojis, women are thought of as having a negative attitude toward the relationship between them and the receiver (Butterworth et al., 2019). Furthermore, the use of emoticons or emojis sometimes does not align with the literal facial expression the emoji is conveying. From Novak and the team’s research in 2015 on creating a sentiment scale for emojis, there is difficulty in indicating an emoji’s positivity. It is assumed that users do not always ‘follow the rules’ of using a smiley face icon to indicate happiness or a smiling

act (Novak et al., 2015). This is supported by Dresner & Herring (2010), who concluded that everything is contextual at the end of the day.

IV CONCLUSION

This study discovers the linguistic features emerging in women's language in translating nonverbal cues into text-based communication. In texting, women tend to use emotive words to be polite yet still able to 'speak' their feelings, thus allowing them to use swear words and strong words, though not as frequently. Women's expressiveness allows them to creatively utilize punctuation, capitalization, and emojis or emoticons to type words as they pronounce them and show their emotions in small illustrations on the screen. It is also common to find women discussing things in detail and closer to home, which gives women more opportunity to join the conversation, not necessarily produce more words.

Regardless, the findings of these previous studies were also limited to some extent. Although applicable for knowledge of the features women use in their texting language throughout decades, the scope of the research may have excluded some findings that exist in the timespan due to limited keywords and accessible journals. Moreover, though this review highlights a synthesized perspective on this matter, some factors are unintentionally taken out of the discussion, namely, geographical factors and cultural bias, which was not represented. Some of those factors might have affected how the researcher interpreted the findings. Any findings should always be taken into context to understand the meaning or message of gender-based language in text messaging. Nevertheless, the insights summarized in this review may support future research in gender-based language use and digital communication within linguistics studies. Thus, this review opens the possibility of further research as language constantly evolves and many other unmentioned dimensions come into play.

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THE PORTRAYAL OF HYPERREALITY IN MOVIE *LATENCY* (2024)

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Abstract

This research analyzes the construction of hyperreality in the film *Latency* (2024) through a descriptive qualitative approach by focusing on Baudrillard's (1981) four stages of simulacra. The findings show that the movie gradually builds layers of simulation from the second stage of representation that deviates from reality, the third stage of signs that no longer reference reality but pretend to have a basis, and the fourth stage, hyperreality. This process is seen clearly through key scenes, such as Hana's ability to type with her mind and manipulate virtual objects, which blur the line between real reality and simulation. The climax occurs when Hana does not realize that she has killed her best friend in a VR hypnotic state, illustrating how immersive technology can erode the human ability to distinguish reality. The closing scene, in which Hana laughs in relief as her VR headset is removed, becomes a powerful metaphor for the dangers of hyperreality in the digital age. This research not only confirms Baudrillard's theory but also provides a clear example of how modern technology can lead us to a condition where simulation not only mimics reality, but completely replaces it.

Keywords: Hyperreality, Simulation, Movie, Virtual reality, Latency

I INTRODUCTION

The development of technology in recent decades has changed the perspective from which people view the world around them. One of the most visible and exciting innovations to explore is Virtual Reality (VR). A technology that allows people to enter an immersive digital world, which is not only used for entertainment purposes such as playing games, but also allows people to use these tools for therapy and education (Gerry et al., 2022; Yu, 2023). VR is a system that is created and simulated by a computer. This allows users who are usually called Avatars, which is a virtual representation of the user (González et al., 2013). Therefore, VR creates a new world called virtual world. Unlike social media platforms, VR gives the impression that users can actually feel the “presence” of other avatars in real time. Moreover, VR is different from social media platforms, such as Facebook, where there is a study (Susylowati, 2020) on how santri interact on the Facebook platform that only from text to text, there is no virtual room that can make them meet each other or feel each other presence in real time. Along with the advancement of VR, sci-fi movies have also started to explore themes around this VR technology, such as *The Matrix* (1999), *Ready Player One* (2018), and *Black Mirror* (2017). Depicting how VR can create realistic alternative worlds that are difficult to differentiate from the real world. These movies are not only entertaining but also triggering reflection on how such technology can affect human perception, identity and even morality (Swaleh & Wabwobwa, 2023).

The relevant theory in the discussion of VR is Hyperreality, which was born from the theory of *Simulacra and Simulation*, a theory that was introduced by Jean Baudrillard (1981). Baudrillard explains that postmodern society lives in a world where simulation has lost its connection with real reality (1995, p. 3). This happens because the signs or representations that are meant to portray reality but eventually lose their connection to the real reality. Baudrillard describes this progression through four stages, where in the final stage, simulation is completely detached from the real reality and creates hyperreality. It refers to a condition where simulation becomes more real than reality itself (Ane, 2023). The virtual world of VR technology blurs the line between real world and virtual world, creating an experience that is often more believable than physical reality. This theory is increasingly relevant due to the growing development of technology, which allows us to create and live in a virtual world where people can be whatever they want. Film is an object that is most often used in analyzing a journal. Film is a bridge where today it is not just entertainment but also an object to put ideas in the form of philosophy or even politics (Nafisah, 2019). Films can be analyzed using various theories that are relevant to the object of the film itself, Hyperreality is one of them.

Previous studies have explored hyperreality using film as the object. One example is a study by Dalimu et al. (2020) entitled *The Portrayal and the Effects of Hyperreality in Ready Player One Movie by Steven Spielberg (The Application of Jean Baudrillard's Theory)*. Dalimu et al. (2020) uses a

descriptive qualitative method, where they analyze and explain how hyperreality is portrayed in the society of Columbus, Ohio in the film.

Latency (2024) tells the story of a professional gamer named Hana, who suffers from acute agoraphobia. She is asked to try out new VR gaming equipment that uses AI to interact with her brain's electrical activity, which can improve her game skills. As Hana and Jen, her best friend, test out the new device, the line between reality and Hana's simulated subconscious quickly begins to blur, leaving her to question whether the device is helping her to improve her gaming skills or control her perspective. The movie explores how VR technology can change the way humans perceive reality and also depicts characters trapped in virtual worlds that are so real that they are difficult to differentiate from the real world. This research aims to analyze how the film *Latency* (2024) portrays the interaction between reality and the virtual world using Jean Baudrillard's Hyperreality theory. This theory is used to examine how the movie creates an experience that blurs the boundaries between the real and virtual worlds (Tapparan & Rahyadi, 2023), and how the characters in the movie interact with the virtual world.

II MATERIALS AND METHOD

Research method is an important framework used to collect and analyze data in a study, The research method is chosen based on the purpose of the research and the type of data needed (Patel & Patel, 2019). Research method itself serves as a guide for researchers as a helper to answer research questions that make research structured. There are two types of research methods: the first is quantitative method. according to Creswell (2018) quantitative method focus on collecting as well as analyzing numerical data, testing hypotheses and finding statistical patterns between variables, such as surveys, experiments and statistical analysis. The second is Qualitative Method which focuses on analyzing social phenomena, human behaviour and culture, this method uses non-numerical data such as text, images and videos to explore meaning (Susanto et al., 2024), such as case studies and content analysis.

This study uses descriptive qualitative methods to analyze how the film *Latency* (2024) portrays reality and virtual reality. The descriptive qualitative method was chosen because it provides an in-depth analysis and exploration of how hyperreality is portrayed in the film. The data sources in this research are scenes, visual elements, and dialog in *Latency* (2024). By using descriptive qualitative methods, this research is expected and aims to provide an understanding of how the film portrays the concept of hyperreality in the context of modern technological advances.

III FINDING AND DISCUSSION

In the movie *Latency* (2024), the analysis will focus on one main aspect, namely its the construction of hyperreality in the real reality and virtual reality. Through a descriptive qualitative approach, the discussion will connect the elements of the film with the postmodern discourse on hyperreality, while exploring its relevance to the development of VR technology in the film.

In the other hand, Hyperreality has no definite qualifications on its progress. The progress that Baudrillard mentions is how to sign each process of the simulation happening. According to Baudrillard (1995, p. 6), Hyperreality itself can have four stages, however, each stage does not have to be sequential to fulfil the conditions for hyperreality to occur. The four stages are only a sign to indicate the occurrence of hyperreality. However, Hyperreality or 4th sign is the product (1995, p. 56) while the 1st until 3rd sign is the form of the process of Hyperreality.

3.1 FIRST STAGE OR THE SACRAMENTAL ORDER

In the first stage, it can be described as a mirror, where the real reality is still clearly visible. an example of the first stage can be seen from the application of the Google Earth application, where the application is a form of the real world and is depicted in the form of an application. where people can still clearly see its authenticity. Unfortunately, in the movie *Latency* (2024) there is no sign that represents this first sign.

3.2 SECOND STAGE OR ORDER OF MALEFICENCE

In this stage, the representation begins to deviate from the real reality, although it still refers to it. Baudrillard calls it a "mask" that obscures the truth. An example of the second stage can be seen in photo content on Instagram where the photo is cropped or edited to remove certain objects, for example removing unknown people in the background of the photo. The sign is still rooted in the real reality, but even so, it has been distorted by the edits.



Figure 1. Hana playing virtual games in her own house/00:02:45 – 00:02:50

In the scene, Hana is testing a virtual game that is being developed by the game developer. Seen in the scene Hana plays the virtual game in her own home, but with the help of the virtual reality she uses, Hana can see monsters as part of the game. In the scene, it can be seen that there is a monster that has a bug or a condition where an error occurs in the game program. The monster is stuck in the wall of Hana's house. This scene is included in the second sign because virtual reality still has a relationship with the real reality. Although it has been manipulated using virtual reality, the real reality can still be seen when Hana opens her VR device. The scene still represents reality, but it is no longer fully real after Hana wears her VR.

3.3 THIRD STAGE OR ORDER OF SORCERY

At this stage, signs no longer refer to the real reality, but still pretend that “they” still have a basis in the real reality. An example is the creation of the Meta created by Facebook, a completely virtual world, where users interact with avatars, digital objects, and social rules that do not exist in the real world. However, this metaverse still claims to be an “alternate world” that can be accessed like a physical space.



Figure 2. Omnia talking inside Hana's head/00:16:09 – 00:16:12

In the scene, Omnia tries to talk to Hana to start the calibration of the tool. When Omnia speaks to Hana directly through the device, it is a sign of the third stage, where the sign no longer refers to find reality, but also creates kind of illusion is the reality exists. This is evidenced by Omnia's voice that only Hana hears because only Hana uses the device and Jen does not use it. Omnia's voice is a sign because the voice has separated from the find reality and pretends that the voice is indeed part of the real reality.

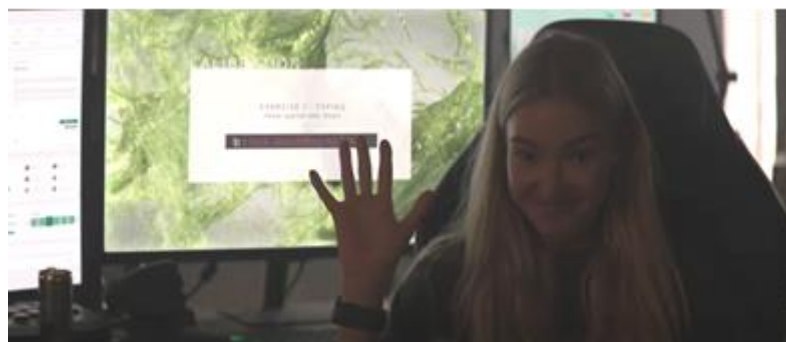


Figure 3. Type without touching/00:18:18 – 00:18:26

In this scene, Hana is typing using her mind, a vivid depiction of hyperreality where the virtual world becomes much more interesting and feels more “real” than the actual reality. This refers to Stage 3 of Baudrillard's simulacra, where Hana is able to do something that is impossible to do in the real reality, as Baudrillard explains in Stage 3, signs no longer represent the real reality, but rather pretend to be the reality itself.

Hana's scene precisely illustrates this condition, the activity of typing with the mind in the virtual world has no direct reference in real reality, but is presented as if it were a normal way of interacting. Hana's ability in this scene shows how virtual technology creates its own autonomous logic of reality. In Stage 3, the simulation no longer seeks to mimic the real reality, but constructs an entirely new system of meaning and action possibilities. As Hana types with her mind, we witness a perfect example of what Baudrillard calls “masking the absence of a profound reality” (1995, p. 6), where the simulation masks the absence of reference to the real reality by creating its own, completely independent version of reality.



Figure 4. Controlling device/00:18:18 – 00:18:26

In this scene, it is clear how Hana is able to control her friend Jen's phone without physically touching the device. She easily plays music from the playlist on Jen's phone, demonstrating an incredible level of control over her surroundings. This scene is a sign of the Third Stage, where digital representations are so advanced that they are able to create interactions that are completely detached from physical reality. Hana can do whatever she wants within this virtual space.

However, ironically, despite Hana's immense power of control over this virtual environment, she does not realize that everything she experiences is actually a virtual reality. She believes that this is her home, a belief that shows how perfectly the simulation deceives her perception. The house he sees and feels may have all the convincing details, the texture of the walls, the lighting, even the ambient sounds. But everything is a digital replica that has no physical reference in the real world. This is the main characteristic of the Third Stage of simulacra, a virtual reality that is so convincing that it is able to mask the absence of the real reality it is supposed to represent.



Figure 5. Omnia saying things in Hana mind/00:30:16 – 00:30:31

In the scene, Omnia talk with Hana, “You even forget it's there”, is a strong marker of the transition to the fourth stage of simulation in Baudrillard's theory, hyperreality. Unlike the third stage where signs merely conceal the absence of the real reality, the fourth stage is characterized by the creation of a new reality that is completely autonomous and no longer dependent on any references in the real world. In this scene, the sentence implies that Hana begins to lose the ability to distinguish between physical reality and the virtual world she explores through VR technology. When someone like Hana reaches the point where she “forgets” that the technology exists, meaning that she no longer

realizes that what she is about to experience is virtual reality, then simulation is no longer just a representation, but has turned into reality itself.

3.4 FOURTH STAGE OR HYPERREALITY

This stage is rather radical. Where Sign is not only detached from real reality, but also creates a new reality that is completely separated from the real world. An example is TikTok For Your Page recommendation algorithm that doesn't care about the truth. Viral content, even if fake, becomes “reality” for users, even more influential than facts. Another example that might explain is VR themed life on a new planet, where users can fully control the reality that exists there, they can be anything and anyone.



Figure 6. Bug Ball/00:33:56 – 00:34:04

This scene is a stage of hyperreality, which is formed through the process of the previous two stages that have been identified. In this scene, it is clear how a ball left by Hana suddenly moves on its own and mysteriously disappears, with visual effects that resemble a bug or error in a program. This scene represents Baudrillard's concept of hyperreality, where the virtual world created by the system has become so perfect that Hana is no longer able to recognize it from physical reality.

The moving ball itself is a metaphor for stage four simulacra, a sign completely separated from any reference to reality, yet perceived as more real by Hana's perception. The accompanying bug effect further emphasizes that what Hana perceives as the real reality is actually just a virtual reality that is beginning to show its flaws.

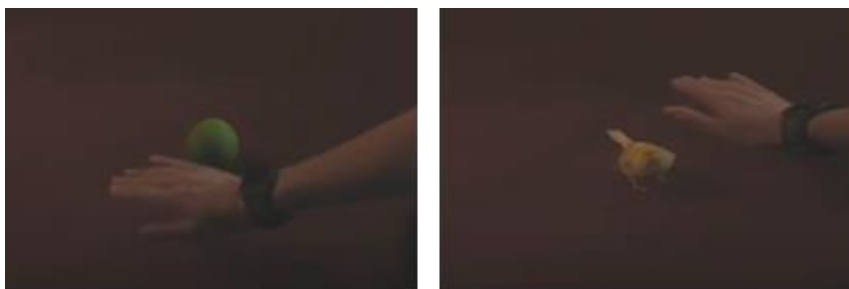


Figure 7. Hana manipulating the ball into bird/00:38:58 – 00:39:40

In the scene, Hana suddenly realizes her ability to manipulate the reality around her, where she can remove the ball lying on the floor (left image) and turn it into a free-flying bird (right image). This scene is a perfect representation of Baudrillard's concept of hyperreality, where the boundary between the real and the virtual is completely irrelevant. Hana is able to do whatever she wants to the objects around her, creating a new reality according to her will, without realizing that the world she is experiencing is actually just a form of virtual reality.

This situation constitutes hyperreality, where simulation not only replaces reality, but actually becomes more real and more influential than reality itself. Hana no longer needs a real reality to interact with her virtual environment, the ball that turns into a bird is a new reality that she creates herself. This shows how in hyperreality, the logic of the real world becomes inapplicable, replaced by new rules that are completely detached from any reference in the physical world.



Figure 8. Hana saw Jane can take the ball/00:40:19 – 00:40:20

In the scene, Hana looks confused when she realizes that Jen is able to touch a virtual ball that she should only be able to see through her VR device. This confusion comes from her assumption that only she is in a virtual world, while Jen and their home environment are part of physical reality. However, Jen's interaction with the virtual object is ironic evidence that Hana is actually trapped in a simulation that is far more complex than she thought. The fact that Jen can interact with elements of the virtual world reveals the shocking truth that not only is the ball a digital illusion, but the entire home environment and Jen herself is a virtual reality created by the system.

This discovery shows that the virtual world Hana experiences is not just an additional layer of reality, but an entire simulation that has completely replaced her perception of reality. This virtual space perfectly replicates every detail of her home environment, including the figure of Jen who turns out to be just an avatar in the simulation. The scene has a powerful meaning for how immersive technology can create an alternate reality so convincing that the line between real and virtual becomes impossible to distinguish.

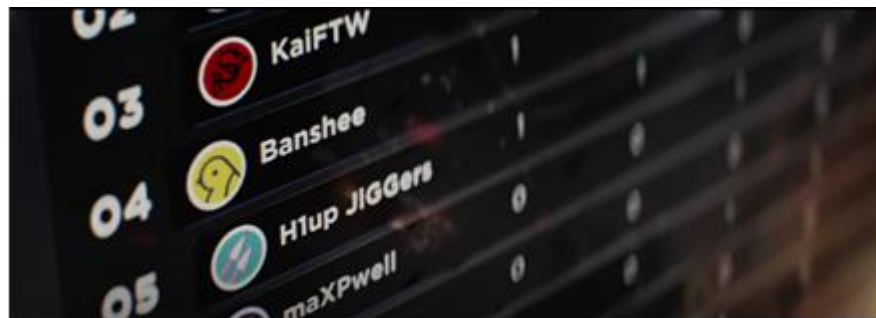


Figure 9. From Rank 5 to 4/00:42:43

In this scene, Hana re-entered the game tournament that had made her lose before. This time, she is confident that she can win the competition with the help of the sophisticated device she is using. However, what Hana does not realize is that this scene is actually a perfect example of Baudrillard's concept of hyperreality. In this virtual world, the boundaries between reality and virtual reality have been completely blurred, people can turn into whatever they want, creating new identities and abilities that far exceed the limitations of the real world.

Hana, who is still shackled by her past experience of defeat, does not realize that what she considers a second chance is actually just a virtual reality. The tournament she is participating in is not a real tournament, but a virtual reality that mimics the form of the original competition. Ironically, it is precisely in her attempt to overcome the real failures of the past that Hana falls deeper into the layers of hyperreality. She is caught up in the illusion that victory in this virtual world can make up for defeat in the real world, without realizing that it is not real.



Figure 10. Room controlling, Blocks flying/00:49:54 – 00:50:22

In the scene, a striking manifestation of hyperreality is created through the simultaneous visualization of the floor, sound-dampening corks, and Mario's lucky block lights floating in the air. These elements not only serve as a backdrop, but actively shape a virtual space where the laws of physics and logic of the real world didn't apply. The camera spotlight that focuses on Hana sitting on the bed while playing the game further reinforces this concept of hyperreality, where the boundaries between physical reality and the virtual world are blurred.

Hana in this scene becomes the centre of the hyperreality, where she has the ability to do whatever she wants, including making objects around her levitate. This ability is a visual representation of the absolute power held in virtual space. The box-shaped items floating around her are not random elements but smart visual metaphors. These objects directly represent the environment of the Tetris game Hana is playing, where all the game elements consist of square blocks.



Figure 11. Hana trying to remove the device/01:11:31 – 01:11:37

In the scene, Hana tries to remove the VR device that connects her to the virtual world, but without realizing it, the device is still attached to her head. On left image, she trying to remove it, but on the right image, the device attached again. Hana's inability to fully detach herself from the device reflects the condition of modern humans who are increasingly trapped in virtual reality, where the boundaries between physical and virtual reality are becoming increasingly blurred.

This situation illustrates Baudrillard's concept of hyperreality, where virtual reality is no longer different from real reality. Hana, who is trapped in a virtual world, can no longer determine which experiences are real and which are just virtual reality. The two supposedly separate realities now merge in her perception, creating a hybrid reality that blurs all limits.

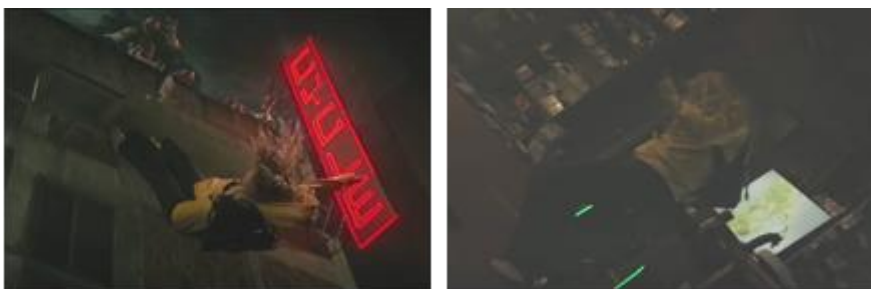


Figure 12. Hana falls from the rooftop and returned to her room/01:21:14 – 01:21:35

In this scene, Hana, who has been confined by her agoraphobia, is forced to jump from the rooftop of the apartment (left image) where she lives after being chased by a terrible monster in the virtual world. However, when she jumps, the birds flying around her suddenly show visual effects such as glitches or program errors, as if the virtual world is experiencing technical problems. This is a crucial clue that Hana never actually left the simulation. When her body hits the ground, instead of dying, she is thrown back into her apartment room (right image) and falls right on top of her computer desk, as if the whole experience was just a virtual reality.

This scene illustrates how the virtual world has completely overtaken Hana's perception, blurring the lines between the real and the virtual. As an agoraphobic, Hana has never once dared to leave her safe space in physical reality. However, in this virtual world, she experiences adventures that are impossible in the real world, namely running outdoors, facing danger, and even jumping from heights. After she falls and returns to her apartment room, it is revealed that all of this is just a virtual reality designed to manipulate her perception. This scene clearly represents Baudrillard's stage of hyperreality, where simulation completely replaces it. Hana is trapped in a cycle of virtual experiences that she considers real, while the physical world becomes increasingly alien to her.



Figure13. Hana detached from the VR device/01:23:16 – 01:24:55

In this final scene, the police swiftly break down the door to Hana's apartment. The room of Hana's apartment is shabby and dirty, indicating that Hana has been trapped in the virtual world for so long that

her apartment has been neglected. The police carefully searched every corner of the room until they found Jen's dead body in the bathtub, with a stab wound to her stomach. When the police cuffed her wrists and removed the VR device from her head, she laughed with relief. Slowly returning the realization that she has been trapped in a perfect virtual simulation, while the real world has been torn apart. This scene becomes a realization about the dangers of hyperreality, where the boundaries between virtual and real are so indistinguishable that people can lose their grip on the real reality completely.

The movie *Latency* (2024) provides a strong visual portrayal of the concept of hyperreality through virtual reality technology. The analysis shows how the movie gradually builds up layers of simulation from the second to the fourth stage, where the boundary between the real and virtual reality is increasingly blurred before finally disappearing completely. Key scenes such as Hana typing without touching the keyboard (**Datum 3.2** 00:18:18 – 00:18:26) and manipulating a ball into a bird (**Datum 4.2** 00:38:58 – 00:39:40) that show the transition from the third stage of simulacra, where signs no longer refer to reality but pretend to have a basis, to the fourth stage where simulation creates its own autonomous reality.

An interesting finding in this analysis is how the movie depicts the process of hyperreality. Unlike the conventional VR narrative where the user is aware of entering the virtual world, Hana does not realize that she has been trapped in a simulation. The climactic scene where the police take off her VR headset (**Datum 4.8** 01:23:16 – 01:24:55) becomes a powerful metaphor for how VR technology can subtly replace reality without its users realizing it. The final scene where Hana laughs with relief when the police take off her VR headset is similar to the concept of digital awakening described by Louis (2015, pp. 141–142) as a moment of realization of the separation between the physical body and the digital avatar. According to Baudrillard's warning about postmodern society living in a desert of the real (1995, p. 3), where simulation not only mimics reality but actively destroys it.

The character Omnia in the movie becomes a system that creates hyperreality. Hana's interaction with Omnia, which only occurs in virtual space, represents how AI algorithms in modern technology shape our perceptions without us realizing it (Grewal et al., 2024). This situation is reinforced by dependence on virtual assistants which shows that people tend to trust AI more than humans after intensive use (Soferino et al., 2024). Unfortunately, although Hana has extensive control in the virtual world, she loses control over her physical reality. This is supported by Grau's (2003, p. 15) theory which states that the more perfect the simulation, the greater the potential for alienation from reality.

The film also provides a sharp criticism of the development of VR technology through the irony contained in the character of Omnia. As a virtual assistant who is supposed to help Hana overcome her agoraphobia, Omnia becomes a medium that plunges her into hyperreality. The dialogue “You even forget it's there” (**Datum 3.4** 00:30:16 – 00:30:31) reveals the ultimate danger of immersive technology, when tools become so seamlessly integrated into perception that users forget their existence. This reflects the actual condition in the modern social media and VR era, where algorithms gradually reshape the user's reality without realizing it.

The representation of hyperreality in *Latency* reaches its peak in scenes where Hana cannot distinguish between virtual and physical experiences, such as when Jen can touch the virtual ball (**Datum 4.3** 00:40:19 – 00:40:20) or when the jump from the rooftop turns into a glitch (**Datum 4.7** 01:21:14 – 01:21:35). These scenes visually concretize Baudrillard's concept of pure simulacra, where references to the real reality have completely disappeared. What is more dangerous is how the movie shows that this process happens gradually and subtly, mirroring the way such VR technology works in real life that slowly but surely changes our perception of the world.

Although VR in the movie allows Hana to overcome agoraphobia (**Datum 4.7** 01:21:14 – 01:21:35), the same technology traps her in a more dangerous simulation. This is in line with Schroeder's (2018, pp. 93–95) argument in *Social Theory after the Internet* about loneliness in immersive technology. The findings reinforce Baudrillard's thesis that hyperreality not only replaces reality, but also creates a new, independent system of meaning.

IV CONCLUSION

The findings show that the film gradually builds up layers of simulation from the second stage, which is representation that deviates from reality, to the third stage, which is signs that no longer reference reality but pretend to have a basis, to the fourth stage, which is hyperreality.

This process of hyperreality development is clearly visible through various key scenes in the movie. In the early stages, VR technology still shows a connection with physical reality, as seen when Hana plays a game with a monster trapped in the wall of her house. But as the story progresses, the

boundaries between real and virtual are increasingly blurred. Hana is able to do things that are impossible in the real world such as typing with her mind and manipulating virtual objects. The climax is when Hana is completely unable to distinguish between real reality and simulation, as seen in the scene where she doesn't realize she has killed her own best friend in a state of VR hypnosis.

This movie portrays how immersive technology like VR can slowly but surely erode the human ability to distinguish reality. The closing scene where Hana laughs in relief as her VR headset is removed is a powerful metaphor for the dangers of hyperreality in the digital age. This research not only confirms Baudrillard's theory of simulacra, but also provides a concrete example of how modern technology can lead us to a condition where simulation does not only mimic reality, but completely replaces it.

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GENDER DIFFERENCES IN LANGUAGE AND THEIR IMPACT ON ENGLISH LEARNING STRATEGIES

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Abstract

This study examines gender differences in English communication among university students, focusing on reluctance to speak with the opposite sex, opinion expression, classroom participation, group work preferences, and language improvement strategies. The research aims to explore how gender influences students' confidence and participation in English learning. Using a mixed-methods approach, data were collected through questionnaires, class observations and interviews. The study applies Lakoff's (1975) theory on gendered language and Tannen's (1990) framework on communication style differences. The findings reveal that female students hesitate to speak English with male peers more than male students do. Female students prefer written expression, whereas males favour verbal communication. Additionally, female students tend to remain passive in class, while males actively participate. In terms of group work, female students favour same-sex collaboration, whereas males prefer mixed-gender teams. Regarding language improvement, female students believe they learn better through same-sex interactions, whereas males favour opposite-sex practice. These differences suggest that confidence, social norms, and classroom dynamics significantly impact English learning. The study highlights the need for gender-responsive teaching strategies to ensure equal participation and enhance students' language skills.

Keywords: *Gender, Communication, Teaching strategies*

I INTRODUCTION

Gender roles, shaped by society and culture, play a significant role in various aspects of life. According to UN Women (2020), these roles can be seen in politics, where women strive for equal rights, and in the household, where they work to reduce inequality and unfairness. In politics, for instance women continue to advocate for equal representation and decision-making power, challenging traditional male dominated structures. Within the household, gender roles often determine responsibilities and expectations, with women frequently working to overcome inequalities and expectations, with women frequently working to overcome inequality and unfair treatment in caregiving and domestic tasks. Gender roles also influence how men and women use language to communicate. Lakoff (1976) introduced the notion of women's language, which argued women's lower social status and was characterized by features such as. the use of tag questions, lexical hedges or fillers, rising intonation on declaratives, precise colour terms, empty adjectives, intensifiers, avoidance of strong swear words, polite forms, hypercorrect grammar, and emphatic stress.

Other studies on language and gender also reveal the difference between men and women in using language in communication. Ali (2023), for instance, found that female participants employed a broader range of politeness strategies, including negative and off-record politeness, whereas male participants predominantly used positive politeness. This suggests that women tend to use more varied and indirect politeness strategies in certain contexts. Lakoff (1976) argued that women tend to follow the rules of politeness, conversational implicature, and interpersonal exploration, whereas men tend to focus on the rules of conversation and more direct, factual communication. Similarly, Field (2021) asserts that women use more positive politeness strategies when speaking with the same sex peers, whereas men do not exhibit this tendency. Moreover, Devi (2024) confirms that women are more comfortable using nonverbal communication such as eye contact, gestures, smiles, personal space, touch, and interpretation of nonverbal cues, than verbal communication. The result was drawn from a qualitative study and observation analysis of mixed-gender interactions in both formal and informal settings. This study analysed participants use of nonverbal behaviours and found that women consistently demonstrated sensitivity to and reliance on nonverbal cues for conveying emotion and maintaining interpersonal harmony. These findings suggest that women may prioritize relational aspects of communication with sociolinguistic theories that associate female communication styles with empathy and social connectedness.

Gender differences in communication styles can reinforce gender inequality, particularly in institutional and professional contexts. Holmes (2006) finds that women tend to use language that fosters connection and collaboration, often employing hedges, tag questions, and polite forms to maintain interpersonal harmony. Brescoll (2016) further demonstrates that women who express strong emotions, such as anger are often penalized in leadership evaluations, whereas men displaying the same behaviour are perceived as more competent. These patterns of misperception contribute to the persistent underrepresentation of women in leadership positions, as their communication styles are judged not on effectiveness but on conformity to gendered expectations of authority. Tannen (1990) further explores these differences, as summarized in table 1:

Table 1. Tannen (1990) Men and Women Style of Communication

Men Communication Style	Women Communication Style
Use language to assert their status and independence	Use language to foster relationships and create connections with others
Directness, assertiveness, and competitiveness	Use questions
Likely to interrupt others,	Seek consensus
Make declarative statements	Express empathy and support

Tannen (1990), explores gender differences in communication by suggesting that men and women grow up in distinct sociolinguistic subcultures, leading to different conversational styles. Cameron (1998) and Talbot (2010) argue that Tannen's difference approach may essentialize gender and overlook the role of power, context, and intersectionality in communication. Tannen's framework remains a useful starting point for exploring how gendered socialization can influence interactional styles, especially when considered alongside more critical, power perspectives. For example, a woman may ask a question to seek agreement or build a connection, but a man might see it as a challenge to his authority. Likewise, a man's direct statements may seem aggressive or dominating to a woman, even if that wasn't his intention. Tannen suggests that both women and men can practice active listening skills to reduce misunderstandings and improve communication in interpersonal relationships (Ahmad, 2024).

Studies on gender differences in language and communications have been conducted in various fields, including culture, religion, language, and economics. These interdisciplinary approaches highlight the complexity and multifaced nature of how gender shapes linguistic behaviour and communication styles. Nadia (2024) argues that studying language and gender in education can help teachers develop effective lesson plans. By recognizing how gender influences students' communication patterns, participation styles, and learning preferences, teachers can design lesson plans that cater to diverse classroom needs and foster equal engagement for all learners (Montero-SaizAja, 2021). Furthermore, recent studies by Kheder & Rouabhia (2023) found that gender-based differences in language use not only affect communication styles but also significantly impact learning strategies, and identity information. Their study highlights that male and female learners often adopt different approaches to language learning, shaped by societal expectations, classroom experiences, and individual confidence. For example, female students may prioritize accuracy and organization in language use, while male students might be more inclined toward risk-taking and spontaneous speech. These differences reflect broader social and cultural influences on how learners perceive themselves and their roles in communication.

In English teaching, male and female students communicate differently, which may affect their learning experience. Logan (2009) found that female students performed better in reading comprehension, read more frequently and had more positive attitude to reading and school (Pelletier et al., 2024). Marantika (2022) explains that gender and learning styles influence each other, as some students use multiple learning styles to access information. This suggests that teachers should consider student's dominant learning styles when planning lessons, incorporating diverse strategies to match learning objectives. This study examines how gender differences in language and communication influence students' strategies in learning English.

II METHODS

This study employed a qualitative approach. Zohrabi (2013) describes qualitative research as a method that focuses on how people interpret their experiences to better grasp social realities (Gupta et al., 2024). This approach was deemed appropriate to gain in-depth insights into students' perceptions, attitudes, and behaviours related to language learning and gender. Data were collected through interviews, classroom observations, and open-ended questionnaires. Each method was chosen to triangulate findings and ensure credibility. First interviews, aimed to explore students learning preferences and interactions experiences. The interviews were recorded and transcribed for analysis. Next is observations were conducted over the English-Speaking class, took notes, focusing on classroom interaction patterns, turn-taking, group formation and politeness strategies. Last, open-ended questionnaires were distributed to all participants after the interviews to further explore their perceptions. This study explores English learning strategies among seventh-semester students in the English Literature Department at Bumigora University. There are 2 classes, each class consisted of 30 students. For purposive sampling, this study only took 20 students including 10 males and 10 females, was selected. Data were gathered through interviews and questioners to understand how gender differences influence students' learning strategies. Respondents were asked about their comfort levels in speaking English with the opposite sex, their preferred methods of expressing opinions (writing or speaking, their preference for working in single-sex or mixed-sex groups, their classroom participation tendencies, and their views on strategies for improving English skills in relation to gender differences.

III FINDINGS AND DISCUSSION

3.1 RELUCTANCE TO SPEAK ENGLISH WITH THE OPPOSITE SEX

The study found a noticeable disparity in how male and female students perceive English communication with the opposite sex. A significant 70% of female students expressed reluctance to engage in English conversations with male students, while only 20% of male students reported feeling hesitant to speak English with their female peers. These responses were further explored during interviews, where several female participants elaborated that they felt more confident when speaking in single-sex groups, as they perceived the environment to be more supportive and less intimidating. Male students tended to downplay their reluctance, claiming there was "no difference" in their ability to communicate in English, regardless of gender. The first data collected through open-ended questionnaires and interviews, the data gather student's responses related to communication preferences, reluctance to speak English with the opposite sex. These themes were then summarized in Table 2, which presents the most frequently mentioned reasons for students' reluctance to speak English with the opposite sex. The reasons for reluctance are shown in table 2:

Table 2: Students Experienced Reluctance to Speak English when Interacting with Individuals of a Different Sex

Females Reason	Males Reason
Hard for male to understand	Fear of making mistakes
Fear of misunderstood	Desire to maintain a masculine image
Males are open	Nervous around females
Males are judging	Fear of misinterpretation
Lack of confidence	
Limited practice opportunities	
Stereotypes language ability	

Interestingly, responses from the questionnaire revealed that 80% of male students reported finding it more enjoyable to converse in English with their female peers, whereas only 30% of female

students stated that they comfortable speaking English with male students. These findings suggest that social or cultural factors, such as norms around gender interactions, may influence students' confidence levels in using English. To explore these differences further, interviews were conducted. Female students frequently expressed feelings of self-consciousness when speaking English around male peers, citing fears of making mistakes and being judged. Reluctance can potentially impact students' English practice and speaking proficiency development. Understanding these differences is crucial interventions that promote equitable participation and confidence in language use across gender. For female students, their hesitation to speak English with male counterparts may stem from societal norms and expectations that place greater pressure on women to conform to certain standards of behaviour, including modesty or fear of judgment. They feel self-conscious about making mistakes in front of male students, who may be perceived as more confident or critical. On the other hand, male students' lower reluctance and higher enjoyment of speaking English with females influenced by a sense of confidence often encouraged in men within mixed-gender interactions. Additionally, some male students may find cross-gender communication more engaging or less intimidating due to a lack of societal pressure. These factors contribute to the observed differences in attitudes toward English communication between genders.

3.2 PREFERENCES OF EXPRESSING OPINIONS

The next aspect is students' preferences in expressing their opinions. The preferences for expressing opinions in English varied significantly between male and female respondents, highlighting distinct communication tendencies. From the questionnaire found students preferences when expressing their opinions. Here are some of the reasons of student's preference in expressing their opinion shown in table 3 below:

Table 3: Students' Preferences in Expressing Their Opinions

Females Reason	Males Reason
Desire for precision and organization	Confidence in verbal communication
Fear of mistakes	Lower concern for mistakes
Low confidence in speaking skills	Assertive and sociability
Introvert and shy	Less emphasis on perfection

Responses to the second questions in questionnaire revealed that 70% of male students preferred expressing their opinions verbally in English. In contrast, only 20% of female students shared this preference, indicating that most female respondents were less comfortable in speaking English to articulate their thoughts. The majority of female students 80% showed a strong preference for expressing their opinions through writing rather than speaking. This preference could form of communication, allowing them more time to carefully organize and present their thoughts. In comparison, only 10% of male students favoured writing over speaking, suggesting that they might feel more comfortable with the spontaneity and fluidity of verbal communication. The remaining respondents from both groups exhibited no clear preference, opting to express their opinions through either speaking or writing based on the context of situation. This contrast between male and female students underscores differing comfort levels and strategies when using English to communicate their ideas.

Male and female students have different communication styles, cognitive techniques, and social expectations, which contribute to their variations in opinion expression. Female students enjoy writing because it allows them to examine and reflect on their ideas before sharing them. Holmes (2006) highlights that women tend to adopt more careful and sensitive context of communication styles, especially in situations where they perceive potential for misunderstanding or criticism. Similarly, Baxter (2010) emphasize that women often feel more comfortable communicating in environments where they can reflect and revise, such as in written forms. These findings align with this study, which shows that female students are more likely to contribute thoughtfully through written tasks than in oral discussion.

3.3 PREFERENCES FOR GROUP WORK

Next is female and male students exhibited different preferences regarding group work, whether in single-sex or mixed-sex groups. Data found in questionnaire revealed gender-based differences in students group work preference. The majority of male students which is 70% preferred working in mixed-sex groups, while only 20% of female students shared this preference. In contrast, male students preferred this arrangement. This suggests that female students feel more comfortable collaborating with same-gender peers, while male students are generally more open to mixed-gender teamwork. Here are the reasons for male and female students' preferences regarding group work show in table 4 below:

Table 4: Reasons Female and Male Students Preferring of Group Work

Preference	Reasons for Female Students (prefer Single-Sex Groups)	Reasons for Male Students Reason (Prefer Mixed-Sex Groups)
Comfort	Feel more comfortable and relaxed and relaxed working with same gender peers.	Feel comfortable in mixed gender settings and enjoy diverse interactions.
Fear of Judgement	Worry about making mistakes or being judged by make peers.	Less concerned about being judged for their opinions or mistakes.
Communication Style	Prefer open discussions without interruptions from male students.	See mixed gender groups as an opportunity to learn different perspectives.
Gender Roles and Expectation	Feel expected to take supportive roles in mixed groups, reducing confidence.	Confident in taking leadership roles and guiding discussions.
Competition vs Collaboration	Prefer cooperative and supportive environments with female peers.	Enjoy competitive and dynamic discussions in mixed gender groups.
Encouragement from teacher	Receive less encouragement for mixed gender collaboration.	Lecturer encourage male students to participate in mixed gender groups.

3.4 PREFERENCES TO BE ACTIVE OR SILENCE IN CLASSES

Students' participation preferences in English classes were explored through the questionnaires and further elaborated during interviews. The study found that female students were more likely to remain silent, with 70% preferring a passive role in English classes, while only 20% of male students exhibited the same behaviour conversely, 65% of male students preferred to be active participants, engaging in discussions, answering questions, and contributing more frequently in class. The remaining students from both groups had no fixed preference, switching between active and passive participation depending on the context of the lesson or activity. These findings suggest that gendered socialization and classroom dynamics may influence students' willingness to speak up and actively participate in English classes. Here is the table 5 shows to compare the participation preferences of female and male students.

Table 5: Student's Preference to be Active or Silent in Classes

Reasons for Female Students Prefer to be Passive	Reasons for Male Students Prefer to be Active
Worry about grammar and pronunciation errors.	Less concerned about mistakes and focus more on communication.

Feel less confident in their spoken English.	More confident in speaking spontaneously even with errors.
Reserved or introverted, avoiding speaking up.	Willing to engage and initiate conversations.
Feel that male students dominate discussions.	Taking leadership roles and steering discussions.
Receive less encouragement from teachers to participate.	Lecturers call on male students more, reinforcing their participation.

3.5 PREFERENCES IN IMPROVING STUDENTS' ENGLISH SKILL THROUGH INTERACTIONS

This finding emerged from the questionnaires, where students were asked about their preferences for improving English skills through interaction. The responses showed that 85% of female students believed they could enhance their English more effectively when working or speaking with same-sex peers. They associated these settings with greater comfort, support, and reduce anxiety. In contrast, 75% of male students expressed that interacting with the opposite sex helped them improve their English skills more effectively, citing increased motivation and a more dynamic atmosphere. These preferences were further explored during follow-up interviews, where female participants commonly noted feeling more relaxed and confident in same-sex groups, while male students described mixed-gender interactions as stimulating and engaging for language practice. Table 6 below shows the reasons for male and female students' preferences in improving their English.

Table 6: Students Preference in improving their English Skill through Interactions

Reasons for Female Students (prefer same-sex interaction)	Reasons for Male Students (prefer opposite-sex interaction)
Feel more comfortable speaking with same-sex peer helps build confidence and reduces hesitation.	View interactions with the opposite sex as an opportunity to refine their fluency and expression.
More collaborative and encouraging atmosphere when working with female peers.	Mixed-gender interactions help develop better communication skill.
Speaking with same-sex peers helps build confidence and reduces hesitation.	Interactions with opposite sex as an opportunity to refine fluency and expression.
More understand same-sex in communication style.	Speaking with the opposite sex introduces new vocabulary and perspectives.

Based on the findings in questionnaires above, the significant differences in how male and female students communicate in English are influenced by factors such as self-confidence, social norms, and classroom interaction patterns. The findings align with Lakoff (1975) and Tannen (1990), who argue that men and women have distinct communication styles shaped by social expectations. Female students had a higher reluctance. 70% of them spoke English with mixed-gender situations, whereas only 20% of male students reported feeling hesitant when talking with the opposite sex. In line with Lakoff (1975), women's speech is often more polite, hesitant, and cautious, reflecting a concern for correctness and social approval. On the other hand, male students exhibited greater confidence, with many downplaying their reluctance by stating that gender did not affect their speaking ability. This suggests that men may have a stronger sense of assertiveness in communication, which Tannen (1990) describes as part of their tendency to seek status and dominance in conversations.

Conversely, male students generally showed greater confidence when communicating in English, regardless of group composition. Some explicitly stated that gender did not influence their communication behaviour, downplaying any potential discomfort. This reflects Tannen's (1990) view that men often engage in conversation to assert dominance, compete, or maintain status, which can make

them appear more assertive or bold in classroom discussions. Their tendency to take risks and initiate speech more frequently aligns with traditional masculine communication norms that value competitiveness and control. These insights underscore the importance of acknowledging and addressing gender-based communication differences in the classroom. By creating supportive, inclusive learning environments, educators can help all students—regardless of gender—build the confidence needed to communicate effectively in English.

The findings found notable differences in classroom participation. The data show that 80% of female students reported a preference for passive participation in class, while 65% of male students expressed a preference for active participation. This suggests a gender-based contrast in classroom behaviour, with female students more likely to remain silent and male students more inclined to speak up. These patterns may reflect gendered communication norms and social expectations. According to Holmes (1995), women tend to use facilitative speech rather than competitive discourse, which may explain their reluctance to dominate classroom discussions (Jayastu, 2024). Female students based on interview responses, expressed concern about making mistakes or being negatively judged, particularly when speaking in front of male peers, whereas male students appear more comfortable taking risks and engaging in spontaneous discussions. On the other hand, Tannen (1990) suggest that men often perceive conversation as a form of competition, while women may see it as a way to connect and build relationships. This competitive framing may encourage male students to dominate discussions or be less inhibited by the prospect of making errors. In this context, male students' greater comfort in speaking up may be reinforced by social norms that reward assertiveness and verbal dominance in men. These findings also highlight how gendered socialization and communication styles can influence participation in language learning environments, the importance of creating inclusive classroom strategies that empower all students to engage confidently.

Additional variations were identified in students preferred methods of communication and the tendencies between male and female students in expressing their thoughts. The majority of male students (70%) favoured verbal expression, whereas 80% of female students preferred written communication. This finding aligns with (Erbeli & Rice, 2021), which suggests that men are more likely to engage in direct and spontaneous verbal exchanges, while women prefer structured, well-thought-out responses. The preference for writing among female students suggests a desire for greater control over language, allowing them to carefully organize their thoughts before expressing themselves.

Group work preferences also revealed a gendered divide. The study revealed notable gender differences in group work preferences. Data from the questionnaire showed that a majority of male students (70%) preferred working in mixed-sex groups, while only 20% of female students shared this preference. This indicates that female students may feel more comfortable collaborating with same-sex peers, whereas male students are generally more open to mixed-gender teamwork. These findings align with Tannen (1990) highlights that women often seek rapport-building interactions, whereas men are more inclined toward competitive and status-driven communication, which could explain these preferences (Pace-Sigge, 2024).

Last, perceptions of the best way to improve English skills also varied by gender. Female students believed that speaking with same-sex peers was the most effective method, while male students preferred practicing with the opposite sex. Female students may associate same-sex interactions with a safer and more supportive learning environment, reducing the anxiety of making mistakes. Meanwhile, male students feel that speaking with female peers helps them refine their fluency and enhance social pressure to conform linguistically, whereas men tend to experiment with language more freely.

The findings confirm that gender plays a crucial role in shaping students' confidence, participation, and communication preferences in English learning. From the interviews provided rich insights into how male and female students experience communication and group work differently, complementing the qualitative data from questionnaires. Female participants consistently expressed a preference for cautions and structured communication, often emphasizing their comfort in same-sex groups. Several female students mentioned feeling more supported and less judged when interacting with peers of the same gender. For instance, one female student explained, *"When I speak with other girls, I don't feel pressured. We listen to each other and help correct mistakes, so I feel safer to express my thoughts in English."* This suggests that same-sex group settings create a safer environment for female students, allowing them to participate more freely without fear of criticism.

Female interviewees also described mixed-gendered interactions as intimidating or challenging. Some shared feelings of self-consciousness or anxiety about misunderstood or judged by male peers. One of student stated *"In mixed groups, I sometimes hold back because I worry that boys might think*

I'm not good enough or that I will make mistakes". This indicates that social and cultural expectations about gender roles may influence female students' communication preferences and confidence level.

On the other hand, male students interviewed generally displayed greater confidence and more relaxed attitude toward mixed-gender communication. Several males described enjoying mixed groups because they saw these interactions as opportunities for lively discussion and friendly competition. For example, one male student said *"I don't really feel different when talking to girls or boys. It's more about sharing ideas and challenging each other"*. Another remarked, *"working with girls makes the class more interesting and pushes me to participate more"*.

These interview findings highlight clear gendered differences in communication styles and preferences. Female students tend to prioritize harmony, safety, and structured interaction, while male students are more comfortable with spontaneous and competitive engagement across genders. This understanding can guide educators to create more supportive spaces that encourage participation from all students regardless of gender.

Complementing these self-reported insights, classroom observations provided concrete evidence of how these gendered communication patterns manifest in practice. During the observations conducted in English classes, it was found that female students were noticeably less vocal in whole-class discussions compared to their male peers. Female students tended to remain passive, contributing minimally or only directly prompted by instructors. Their participation often reflected caution, possibly stemming from fear of making mistakes or social judgment. Meanwhile, male students actively engaged by volunteering answers, asking questions, and leading discussions, demonstrating higher comfort levels with spontaneous verbal interaction.

The questionnaires, interview data, and classroom observations further confirmed that female students were less active in group discussions, particularly when working with male peers. They were more likely to take notes, listen attentively, or contribute only when prompted. In contrast, male students tended to initiate conversations, volunteer answers, and display greater comfort in speaking English in front of the class. These behavioural patterns suggest that gender influences not just performance and engagement in real classroom context.

Additionally, observations during group activities supported the preference trends identified in interviews. Female students generally preferred collaborating within same-sex groups, where they felt safer and more supported. Male students, however, were more open and confident in mixed-gender group settings, often assuming leadership roles or driving conversations. These observational findings reinforce and expand upon the interview data, providing a comprehensive understanding of how gender influences communication, participation, and confidence in English classroom.

Female students tend to be more cautious, prefer structured communication, and feel more comfortable in same-sex groups, while male students are generally more confident, active, and open to mixed-gender interactions. These patterns reveal important gendered communication styles that influence participation and confidence in the classroom. Understanding these gendered communication styles can help educators develop more inclusive, gender-responsive teaching strategies that foster participation and confidence among all students.

IV CONCLUSION

The study found significant gender-based variations in students' English communication preferences, participation, and confidence levels. It indicates that female students consistently demonstrated greater reluctance to engage in spoken English, particularly during mixed-gender interactions. This hesitation was evident in both questionnaire responses and classroom observations. Female participants expressed a preference for structured, non-verbal forms of communication, such as writing, where they felt more in control and less exposed to judgment. In contrast, male students showed a higher degree of comfort and willingness to participate in verbal interactions, often taking initiative in class and expressing their opinions freely. These preferences align with Eckert & McConnell-Ginet, (2013), which suggest that women often prioritize accuracy and organization in their speech, whereas men are more inclined to speak without hesitation. Additionally, Aliakbari (2011) found that female EFL learners tend to prefer visual, tactile, and kinaesthetic learning styles, indicating a preference for structured and organized learning environments. This supports the observation that female students favour structured communication and same-sex groups. Furthermore, the data showed that students' perceptions of how to improve their English skills were also influenced by gender. Most female students believed that practicing English with same-gender peers was more effective, while male students favoured interaction with the opposite sex, which they perceived as more stimulating or motivating.

These patterns suggest that gender play a crucial role not only in communication style but also in shaping learners' engagement and performance in English classroom. By acknowledging these gendered tendencies, educators can adopt more inclusive, gender-responsive teaching approaches. Creating safe and supportive learning environments such as offering balanced groupings, encouraging diverse participation strategies, and being mindful of gendered communication needs can help ensure all students feel confident and empowered to participate. Addressing these disparities is essential for promoting equitable language learning opportunities and fostering a classroom culture that values different communication styles and learning preferences.

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