Celtic

Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics

Celtic

Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics

Correspondence:

Address: Celtic Editorial Team, English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. Jl. Raya Tlogomas No. 246 Malang 65144, East Java, Indonesia. Email: celtic@umm.ac.id
Telephone: +62-341-464318 Ext. 121. Fax no: +62-341-460435

Celtic

Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics

THE IMPLEMENTATION OF THE STORY MAPPING STRATEGY TO ENHANCE STUDENTS' READING COMPREHENSION

Muhammad Lukman Syafii*

Universitas Muhammadiyah Ponorogo, Indonesia

ABSTRACT

This research was done based on issues encountered by the author in teaching reading comprehension at the Management Study Program. The fact indicated that the learners' competencies in comprehending English texts were insufficient. To deal with the issue, the investigator implemented the Story Mapping Strategy as one of the solutions in the teaching reading. This research uses a Classroom Action Research design. The subjects were 14 students. The research was done in two cycles by ensuing the procedure of action research, namely: planning, implementing, observing, and reflecting. Each cycle was implemented in two meetings of the strategic application and one meeting for the test. The data of the research were collected by employing the ensuing instruments: observation checklist, field notes, questionnaire, and a reading comprehension test. The findings of the research showed that the Story Mapping Strategy could enhance the learners' reading comprehension. This research is categorized as effective when 70% or more of the learners can achieve progress of at least 10 points greater than the result of the preliminary research. After the investigator did the first and second cycles, the finding indicated that the learners' scores were improved. In the first cycle, 8 (57%) learners out of 14 learners reached the obtain progress of ≥10 points. In the second cycle, learners who achieved the target score of ≥10 points went up to 11 learners (78%). The findings indicated that the Story Mapping Strategy successfully increased the learners' reading comprehension. In addition, the class successfully created a better learning atmosphere compared to before the implementation of the story mapping strategy.

Keywords: *Classroom Action Research; Reading Comprehension; Story Mapping Strategy*

ABSTRAK

Penelitian ini dilakukan berdasarkan materi yang dihadapi dosen dalam pengajaran pemahaman membaca pada program studi manajemen. Realitas tersebut menunjukkan bahwa kemampuan peserta didik dalam memahami teks bahasa Inggris tergolong rendah. Untuk mengatasi hal tersebut, peneliti menerapkan Strategi Pemetaan Cerita sebagai salah satu solusi dalam pembelajaran membaca. Penelitian ini menggunakan desain Penelitian Tindakan Kolaboratif. Subjek penelitian ini adalah 14 peserta didik. Penelitian dilakukan dalam dua siklus dengan mengikuti prosedur penelitian tindakan kelas yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa Strategi Pemetaan Cerita telah meningkatkan pemahaman bacaan peserta didik. Penelitian ini dikategorikan berhasil apabila 70% atau lebih peserta didik mampu mencapai kemajuan yang diperoleh minimal 10 poin lebih tinggi dari hasil penelitian pendahuluan. Setelah peneliti melakukan siklus pertama dan kedua, hasilnya menunjukkan bahwa skor peserta didik terkoreksi. Pada siklus I, terdapat 8 (57%) peserta didik dari 14 peserta didik yang mencapai kemajuan ≥10 poin. Sedangkan pada siklus II peserta didik yang mampu mencapai kemajuan ≥10 poin meningkat menjadi 11 peserta didik (78%). Selain itu, temuan juga menunjukkan bahwa Strategi Pemetaan Cerita berhasil meningkatkan pemahaman bacaan peserta didik untuk bersemangat terlibat di dalam kelas. Kelas mendapatkan suasana yang lebih baik dengan antusias dari sebelum penerapan strategi story mapping ini.

Kata Kunci: *Pemahaman Bacaan; Penelitian Tindakan Kelas; Strategi Pemetaan Cerita*

INTRODUCTION

English is necessary for Indonesian students because they will need it to communicate and compete with other people from other parts of the world in the future. Therefore, Indonesian students need good mastery of the four language skills, i.e., listening, speaking, reading, and writing.

Of all the language skills, reading takes most of the class time. Skills in reading English texts have been considered crucial (Hamdani, 2020). Reading skill is essential because it promotes better spelling, writing, comprehension, and more advanced vocabulary (Sari et al., 2020). Besides, it can and ought to gather the whole kinds of thinking, evaluating, judging, imagining, reasoning, and overcoming problems (Vedung, 2017). Therefore, accomplishment in reading is necessary for learners in both academic and vocational progress and the learners' mental welfare (Korhonen et al., 2014); furthermore, through reading, students can get enjoyment as well.

Grabe (2014) states that the main aim of reading is reading for comprehension, keeping learners conscious of main ideas in a text, and cruising the organization of a text is fundamental for beautiful comprehension. According to Tang et al. (2019), reading comprehension is to obtain an understanding of meaning after reading. Furthermore, Pourhosein Gilakjani and Sabouri (2016) defined comprehension as the competence to obtain meaning from text which is fundamentally the final purpose of reading. Meanwhile, reading comprehension is considered a complicated process. Perfetti and Stafura (2014) state that text comprehension is a complex cognitive skill where the reader ought to put up meaning by utilizing all the available resources from both the text and prior knowledge. These resources help readers use lexis and syntax, regaining their meanings from one's psychological lexicon, creating inferences, and using schemata. Furthermore, Gilakjani and Ahmadi (2011) assert that the reader's schemata influence the withdrawal information in a text and clarifies that a reader comprehends a message when he can bear in mind a schema stating the objects and the happenings represented in the message. When a learner can associate what he has seen about the text with the new knowledge he found in the text, he can comprehend the text.

In line with the reading purposes, Jayanti (2016) states that teaching and learning reading comprehension can be learned through micro-skills. Some of the skills related to reading objectives in senior high school level are: (a) admitting grammatical word classes (nouns, verbs, etc.), system (tenses, agreement, plural, etc.), patterns, and elliptical forms (b) admitting the interactive functions of written texts, based on shape and objective, (c) deciding context that is not clear by utilizing prior knowledge, (d) deciding relations and joints between affairs, and find such relationship as the main idea, current explanation, provided an explanation, leveling, and instance, and (e) differentiating between literal and inserted meanings. It seems that reading is considered a complicated skill, covering many activities to comprehend a text.

Through observation and direct interviews with the students and the lecturer-collaborator, the researcher concluded that the condition was caused by one factor: the learners had a problem comprehending the text due to the inappropriate teaching strategy used by the lecturer. In other words, the students and the lecturer

are lack knowledge of strategies in reading and lack of use of reading strategies. Therefore, to solve the problem, the lecturer should apply an appropriate reading strategy to enhance the students' reading comprehension.

Due to the benefits of the Story Mapping strategy, the investigator is appealed in applying this strategy to solve the learners' problem in comprehending an English text, mainly a narrative text. The researcher intends to find the solution to the problems by conducting classroom action research. This classroom action research is directed to enhance the learners' reading comprehension.

Stringfield et al. (2011) modified the story map in a more detailed description, including more elements of narrative structure, such as exposition/orientation (characters and setting of time and place), rising action (a sequence of complexity causes to the tag line), climax (the serious torque when a conflict requires everything to be conducted about them), down falling action is the torque away from the tallest top of joy), resolve (result or outcome), the conflict that inherent in a story, and theme of a story.

Another version of a story map, developed by Bui and Fagan (2013), contains seven major areas for noting a narrative's story: setting/time, characters, problem, solution, outcome, reaction, and theme. The researchers used basal stories with the map and had students read portions of the story orally until they read the entire story. Before reading, students were taught each story element individually. Once they read the whole story, each student completed a story map. Once students were able to complete maps with 90 percent accuracy, they were no longer instructed on story elements before reading. Instead, students read each passage and met a story map individually.

METHOD

The subjects of the current study were the second-semester students of the Management Study Program of the Faculty of Economics at the Muhammadiyah University of Ponorogo. It consists of 14 students: 10 female and 4 male students. These subjects were chosen since the learners of this class own low achievement in reading comprehension.

To solve problems in the study, the investigator proposed a Story Mapping strategy in reading class. Story Mapping strategy is implemented to aid learners in comprehending narrative text and its structures. This strategy can help students comprehend narrative text as their awareness of the use of narrative text structure during the implementation of the strategy increased.

In this activity, the researcher and the collaborator designed the teaching strategy by developing a Story Mapping strategy in teaching reading. This strategy was conducted through several steps, namely 1) grouping the students, 2) presenting the text/story to be recited and supply every learner with a blank Story Map, 3) asking the learners to recite the text and get the meaning of unfamiliar words, 4) asking the learners to note the title of the tasked text on the Story Map, 5) asking the learners to analyze and note the other parts of the story, such as characters, setting, plot (matter, happenings, reserve), and ethical message by taking over with their group, 6) asking the learners to provide their work in front of the class, 7) asking the learners to conduct another assignment related to material

with their pairs, and (8) providing a quiz (comprehension questions) to learners personally.

There are three instruments employed to gather the data, namely observation checklists, field notes, and questionnaires. Reading comprehension tests were used for collecting the data about the students' learning outcomes.

Both researcher and collaborator decided the criteria of success before implementing the study. The success criterion was used to see whether the implementation of the Story Mapping strategy was successful in enhancing the students' reading comprehension. With the research problem, the researcher decided one criterion of success. It means that the research is categorized as effectual if it fulfills the criterion of success, which is the gain's score of students' achievements.

The students' achievement (score) gained means that this research is categorized effectual when 70% or more of the learners can achieve the obtain progress at least 10 points greater than the finding of the precursory research.

10 points gain improvement here determined based on the students' competence, the complexity of the material, the teacher, and the school's facilities. The students' competence in this school was not good enough; most of the students come from rural areas where the opportunity to add the knowledge and skill of English are small. The complexity of the material used in this study was not too difficult, but the students still lacked vocabulary, even though they had a narrative in class before.

There are several steps of the research procedures that the lecturer-researcher carried out in the study. The preliminary study was applied to anatomize and recognize the matters as the arrangement, kept up by 1) planning the action, 2) implementing the action, 3) observing the action, and 4) reflecting the action.

Reading comprehension tests were used for collecting the data about the students' learning outcomes. In this study, the test employed by the writer was a kind of lecturer-made test in the form of an essay (WH-Questions). The investigator expanded the test on consideration of the objective of the test, which is to gauge students' competence in understanding explicit (literal) and implicit (inferential) information within narrative texts; particularly to recognize the topic, stated/implied main idea, text's organization, literal information and drawing inference.

Observation checklists were used for collecting the data about the effect of the implementation of Story Mapping strategies on students' performance during the teaching-learning process. Observation checklists contain a list of the students' activities. In this stage, the collaborator monitored the process of teaching and learning. Observer keeps details on teacher's performance and students' responses toward the pattern of learning, which will determine whether or not the objectives have been achieved (Bruns et al., 2016). The detailed form of the observation checklist is provided in Table 1 as follows.

Table 1. Observation Checklist of the Student' Activities

No	Indicators	Number of Active Students	Scale				Notes %
			1	2	3	4	
	Pre-Reading						
1	Responding to schemata building activity performed by the teacher.						
2	Raising hands to answer the teacher's questions orally.						
3	Sitting in the group.						
	Whilst- Reading						
4	Responding to the teacher's instruction.						
5	Reading the text aloud by repeating the teacher.						
6	Reading the text silently.						
7	Finding out the meaning of unfamiliar words and write the meaning in the worksheet.						
8	Discussing the text with their group.						
9	Filling the blank Story Map with the information from the text.						
10	Doing another assignment rationale to material with their pairs.						
11	Presenting their work.						
	Post-Reading						
12	Doing a quiz individually. Tell the problems.						

Field notes are utilized to embroider several facets of teaching and learning activities that might not be embroiled in the observation checklist. This instrument gives data on the strengths and weaknesses of the applied strategy.

The questionnaire is given to the students after conducting the action in every meeting. It is used to crosscheck the data from the observation checklist. This instrument developed from the same indicators as the observation checklist since they will gather the same data from a distinct notion. The detailed form of the questionnaire is presented in Table 2.

Table 2. Questionnaire for the Students

No	Statements	Responses				
		A	B	C	D	E
1	I find reading a story in English something interesting.					
2	The activity of reading stories adds to my knowledge.					
3	Stories can improve my English vocabulary.					
4	Stories can add to my English grammar knowledge.					
5	I feel happy with the application of the Story Mapping Strategy in the reading class.					

6	To my idea, the Story Mapping Strategy is handy in reading English texts/stories.
7	Story Mapping Strategies can improve the ability to read English texts/stories.
8	The Story Mapping Strategy makes reading English texts/stories easier.
9	Story Mapping Strategies can increase my motivation in reading English texts/stories.
10	I plan to use the Story Mapping Strategy in other text/story reading activities.

Legend: A: Strongly Agree, B: Agree, C: Average, D: Disagree, E: Strongly Disagree

To anatomize the information from the results of the reading achievement test quantitatively, the scoring rubric was utilized to check students' answers. The scoring rubric was used as guidance in scoring students' answers. There were two raters (inter-rater) in the scoring due to the subjective nature of WH-questions. The researcher and her collaborator scored students' answers by checking students' answer item per item based on the content and language of each item. The scoring rubric employed here was adapted from Cyr et al. (2014) to get the final product of students as presented below:

Table 3. Scoring Rubric of the Students' Work

FORM	CATEGORY	SCORE
Essay	The answer reflects ideas contained in the text.	3
	The answer reflects some ideas of the text.	2
	The answer does not reflect the content of the text.	1
	No answer.	0

(Cyr et al., 2014)

The scoring rubric was used to calculate each student's answers for each item. The score from rater 1 was combined with rater 2's score. The compound score is then recalculated to get the average score as the final score for a single item. The description of each item's scoring process is presented in Table 4 as follows.

Table 4. The Inter-Rater Scoring Sheet (Leeder et al., 2016)

		THE RAW AND FINAL SCORE		
NO	**TESTEES**	**RAW SCORES**		**FINAL SCORE**
		RATER 1	**RATER 2**	
1				
2				
	ITEM'S AVERAGE SCORE			

The students' scores were then presented in tables to identify the sum of learners getting the obtain scores below and above 10 points. Meanwhile, to determine the percentage of the students' score either higher or lower than 10 points in each cycle, it was calculated using the following formula:

$$Final\ score = \frac{Number\ of\ higher/lower\ score}{Number\ of\ Student} \times 100\%$$

FINDINGS
The findings in Cycle 1
This section presents the research findings that discover the process and application of the Story Mapping Strategy in the class. The findings of the study involving qualitative and quantitative data were comprised of two cycles of action research. The qualitative data on students' involvement during the meeting of each cycle were generated from the observation checklist, field notes, and questionnaire. Involvement here means the process of taking part in activities. The quantitative data were the result of students' achievement tests administered following each cycle.

There were three stages of activity in each meeting: pre-reading stage, whilst reading stage, and post-reading stage. Students' participation in every step was described through their reactions and importance toward the stage-by-stage activity in the three stages of the Story Mapping strategy itself: pre-reading step, whilst reading step, and post-reading step. The greater the technique applied, the more active the learners participate in the activities. By the end of every cycle, learners' reflection in the implemented technique was grabbed through the questionnaire.

Cycle 1 was done in three meetings, two meetings to implement the Story Mapping Strategy, and one for the reading comprehension test. The instruments used were an observation checklist, field notes, questionnaire, and reading test.

Based on the teaching-learning preparation arranged previously, the first cycle consists of two meetings applying Story Mapping Strategy. The action was done in three phases of activities: pre-reading stage, whilst reading stage, and post-reading stage. When the first meeting was conducted, the reading text given was "The Ant and the Dove," when the second meeting was conducted, the reading was "The Lion and the Mouse."

A. Pre-reading
The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students, then activated the students' prior knowledge by pointing some images about the text (images of an ant and a dove in meeting 1, and pictures of a lion and a mouse in meeting 2). After that, he gave some leading questions related to the pictures, e.g., "What animal is it? Where does this animal usually live? How is the character of this animal? and the students answered the questions orally. Next, the lecturer asked the students to guess the theme explained; after the learners gave their various predictions, he introduced the real topic to them. After that, the lecturer divided the class into several groups; every group consists of 3 or 4 learners with high, moderate, and low abilities.

B. Whilst-reading
In whilst reading phase, there were also several activities done by the lecturer and students. First, the lecturer introduced the text to be recited and gave every learner a blank Story Map. Then he gave an example of how to recite the text, and the learners paid attention to the lecturer's reading. After that, he asked the learners to recite the text and explore the meaning of unfamiliar words.

Next, he asked the learners to note the title of the tasked text on the Story Map. Also, they had to anatomize and report the other parts of the story, such as characters, setting, plot (matter, events/ episodes, reserve), and ethical message by talking over with their group, then fill the information on the blank Story Map.

After they finished the discussion and filling the map, they had to convey their work in front of the class, and the other group had to pay attention to their classmates' presentations. Next, the lecturer asked the students to do another assignment related to the material with their pairs, and after that, they discussed the correct answer together.

C. Post-reading

Eventually, the students moved the chairs and tables into the original position and had a quiz consisting of five questions. The quiz was held for 10 minutes. The students did it individually. After the learners completed doing the quiz, the lecturer requested them to submit their answer sheets. In this stage, the lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned.

After implementing the Story Mapping Strategy in two meetings in Cycle 1, the lecturer did the reading comprehension test at the end of the cycle. It was conducted using the narrative text entitled "Little Mermaid". The test format was the subjective test and consisted of 15 items covering literal and inferential comprehension. The test result focused mainly on the students' scores which indicated the ability of each student in reading comprehension as presented in Table 5. The result of students' achievement tests in cycle 1 was seen in Table 5 as follows.

Table 5. The Result of Learners' Reading Comprehension Test in Cycle 1

NO	LEARNERS	SCORE
1.	Ar	60
2.	Id	48
3.	Hbb	55
4.	Mrp	60
5.	M. Ih	75
6.	M. Rus	85
7.	Nid	73
8.	Nis	52
9.	Hid	76
10.	Jnh	72
11.	Rn	63
12.	Rb	61
13.	Sl	76
14.	Sy	74

To see the improvement that occurred in Cycle 1, the lecturer-researcher compared the score of the precursory research with the result of the students' achievement in cycle 1. The improvement was determined by the obtained students' gain ≥ of 10 points. The proportion of learners' achievement and learners' obtain progress in the reading comprehension test of Cycle 1 is provided in Table 6. Based on Table 6, only 4 of 14 students in the preliminary study ontained the target score. Meanwhile, after doing a reading comprehension test at the end of Cycle 1, 8 students (57%) could reach the gain ≥ 10 points from their prior score.

In addition to the learners' score, it was also monitored on the learners' inclusion in applying Story Mapping Strategy during the teaching-learning activities. The Story Mapping Strategy covered three stages/phases of activities, specifically *pre-reading, whilst-reading,* and *post-reading.* The lecturer-researcher monitored the learners' involvement by employing the observation checklist and field notes.

Table 6. The Result of Learners' Obtain Reading Comprehension Test in Cycle 1

No.	Initial names of the Learners	Score		Gain Improvement (≥ 10 points)
		Preliminary	Cycle 1	
1.	Ar	50	60	10
2.	Id	40	48	8
3.	Hbb	45	55	10
4.	Mrp	53	60	7
5.	M. Ih	70	75	5
6.	M. Rus	80	85	5
7.	Nid	62	73	11
8.	Nis	42	52	10
9.	Hid	70	76	6
10.	Jnh	62	72	10
11.	Rn	53	63	10
12.	Rb	50	61	11
13.	Sl	73	76	3
14.	Sy	64	74	10

In the first meeting of the pre-reading phase, 44% of students employed three activities such as: responding to schemata building, raising hands to answer the lecturer's questions orally, and sitting in the group. In the second meeting, the students employed the activities increased to 50% of total students. So, the average of students employed in the activities in *pre-reading* was 47 %.

In meeting one, 54% of learners conducted the whilst-reading activities. In the second meeting, 63% of students do the activities. So, the average of students who employed the activities *whilst reading* was 59%.

In meeting one of the post-reading phases, 54% of students employed the activities, and in meeting two, 65% of students employed the activities. So, the average of students employed in the *post-reading* activities was 60%.

Based on the finding of the Story Mapping Strategy in the first cycle above, the average of students employing the activities of two meetings was 55%. The finding of every meeting is provided in Table 7 as follows.

Table 7. The Result of Learners' Participation in the Two Meetings of Cycle 1

Phases	Learners used the activities in Cycle 1 (in%)		Average (in %)
	Meeting 1	Meeting 2	
1. Pre-reading	44	50	47
2. Whilst-reading	54	63	59
3. Post-reading	54	65	60
	The average students employed the activities		55

In this section, the reflection on the process of teaching-learning in Cycle 1 was explored. In general, the implementation of the Story Mapping Strategy in Cycle

1 run well. At the 1st meeting, the students' involvement was less optimal, especially in the whilst-reading stage, but they appeared to be more enthusiastic and active at the following meeting.

From the achievement test result, there was a slight progress of learners' scores from the pre-test score to the first reading comprehension test. However, the result had not yet reached the criterion of success as defined in this research. Based on the researcher's calculation, 2 students reached the gain improvement higher than 10 points, 6 students reached the gain improvement equal to 10 points, and 6 students got the gain improvement below than 10 points. So, the percentage of the student reached ≥ 10 points in gain was 8 students (57%). It means that the result did not achieve 70% of learners reached ≥ 10 points (with the criterion of success).

In conclusion, the result of Cycle 1 had not reached the criterion of success. Therefore, the study had to be continued to the second cycle. Some reasons caused the failure of the implementation of the Story Mapping Strategy during the first cycle. First, some students were shy to answer the lecturer's question, only three or four students were willing to answer the question. It was assumed that they did not know the question or just felt shy/ afraid to speak or answer the questions. The second reason was that the students did not have sufficient vocabulary since they did not bring dictionaries to overcome the problem. So, the activity of finding the difficult words had not worked well. The third reason was the students were not accustomed to using the map, so they had difficulty and were confused when filling the story map with the specific information from the text. The last reason was the teacher delivered the lesson quickly so that it was difficult for the students to understand.

This phase was done as a revision to implement a Story Mapping Strategy greater than the prior one. It was also done to reach the criterion of success that had not been reached in Cycle 1. Before conducting the strategy in the second cycle, the lecturer-researcher and her collaborator made some revisions. The revisions were made in terms of the technique in delivering questions, adding one activity in the whilst-reading phase, and other things that can support the teaching and learning process.

In providing several leading questions related to the picture shown, the lecturer delivered the question to each student one by one randomly. It would encourage the students to pay more attention to the lecturer's questions because they did not know which students had to answer the questions.

In the whilst-reading phase, the lecturer added one more step or activity to make the students more trained and skilled in using and filling the Story Map. The step was coming across the major idea and the supporting idea of each paragraph and then put them in the blank Story Map. They did the activity by discussing with their friend in the group.

Besides the two aspects above, the lecturer also did several steps to improve the teaching-learning process significantly. First, the lecturer asked the students to bring their dictionaries. One student brought one dictionary, so they did not borrow other student's dictionaries during the lesson. Second, the lecturer delivered the lesson in a normal way/manner. Finally, the lecturer gave a reward to students. Candies or cookies were given if a student or one group did a good job or presented

a good performance. This was done to make students more appreciated by the lecturer and encourage them to do the activity and the task well.

The findings in Cycle 2

Because Cycle 1 had not reached the criteria of success, the second cycle was done. Cycle 2 was conducted in three meetings, two meetings for the application of the Story Mapping Strategy and one for the reading comprehension test. The instruments employed in the second cycle were observation checklist, field notes, questionnaire, and reading test.

In Cycle 2, the lecturer conducted the modified Story Mapping Strategy based on the revision of Cycle 1. The action was done in three phases: pre-reading stage, reading stage, and post-reading. In the first meeting, the reading text given was "The Hunter and the Fisherman"; while on the second meeting, the reading text was "Lebai Malang."

A.   Pre-reading

The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students. Then, he activated the students' prior knowledge by pointing some images related to the text (images of a hunter and a fisherman in meeting 1, and pictures of a man and two buffaloes in meeting 2). After that, he gave some leading questions related to the pictures, e.g., Who is this man? What does he do? And the students answered the questions orally. Next, the lecturer asked the learners to guess the topic that is going to be taken up; after the learners gave their various predictions, she introduced the actual topic to them. Lastly, the lecturer divided the class into some groups; every group consists of 3 or 4 learners with high, moderate, and low abilities.

 B.   Whilst-reading

In whilst reading phase, there were also several activities done by the lecturer and students. First, the lecturer introduced the text/story to be recited and give every learner a blank Story Map. Then he gave a model of how to recite the text, and the learners paid attention to the lecturer's reading. After that, he asked the students to recite the text and inquire about the cognition of unfamiliar words.

Next, the learners were asked to find each paragraph's main ideas and supporting ideas and put them on the Story Map. Then, the students had to note the title of the tasked text on the Story Map. Also, they had to analyze and note the other parts of the story, for example, characters, setting, plot (matter, happenings, reserve), and ethical message by taking up with their group, then filling the information on the blank map. Then, the students were also asked to find the main ideas and supporting ideas of each paragraph, and they did the task by discussing with their group.

After they finished the discussion and filling the map, they had to present their work in front of the class, and the other group had to pay attention to their friends' presentations. Next, the lecturer asked the learners to conduct another assignment related to the material in pairs, and after that, they discussed the correct answer together.

C. Post-reading
Eventually, the students moved the chairs and tables into the original position and had a quiz consisting of five questions. This quiz was done in 10 minutes. The students did it individually. Since the learners completed doing the quiz, the lecturer requested them to submit their answer sheets. In this stage, the lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned.
After implementing the Story Mapping Strategy in two meetings in Cycle 2, the researcher did the reading comprehension test at the end of the cycle. The test format was the subjective test and consisted of 15 items covering literal and inferential comprehension. The result of students' achievement test in cycle 2 is presented in Table 8 as follows.

Table 8. The Result of Learners' Reading Comprehension Test in Cycle 2

NO	LEARNERS	SCORE
1.	Ar	63
2.	Id	51
3.	Hbb	60
4.	Mrp	63
5.	M. Ih	78
6.	M. Rus	90
7.	Nid	74
8.	Nis	55
9.	Hid	80
10.	Jnh	77
11.	Rn	65
12.	Rb	67
13.	Sl	80
14.	Sy	73

To know the improvement that occurred in Cycle 2, the researcher compared the score of the precursory research with the outcome of learners' attainment in cycle 2. The improvement was determined by the obtained students' gain ≥ of 10 points. The proportion of learners' attainment and learners' result progress in the reading comprehension test of Cycle 2 is provided in Table 8 as follows.

Table 9. The Result of Learners' Gain Reading Comprehension Test in Cycle 2

No.	Initial names of the students	Score		Gain Refinement (10 points or more)
		Percursory	Cycle 2	
1.	Ar	50	63	13
2.	Id	40	51	11
3.	Hbb	45	60	15
4.	Mrp	53	63	10
5.	M. Ih	70	78	8
6.	M. Rus	80	90	10
7.	Nid	62	74	12
8.	Nis	42	55	13
9.	Hid	70	80	10
10.	Jnh	62	77	15
11.	Rn	53	65	12
12.	Rb	50	67	17
13.	Sl	73	80	7
14.	Sy	64	73	9

Based on the table above, 11 students (78.6%) were able to rectify the gain of ≥10 points from the precursory research to Cycle 2 and only 3 learners (21.4%) were not able to achieve 10 points in obtaining.

In addition to the learners' score, it was also monitored on the learners' inclusion in implementing Story Mapping Strategy during the teaching-learning activities. The Story Mapping Strategy covered three stages/phases of activities, specifically *pre-reading, whilst-reading,* and *post-reading.* The lecturer-researcher monitored the learners' involvement by employing an observation checklist and field notes.

In the first meeting of the pre-reading phase, 57% of students employed three activities such as: responding to schemata building, raising hands to answer the teacher's questions orally, and sitting in the group. In the second meeting, the number of students employed the activities increased to 76% of total students. So, the average of students who employed the activities in *pre-reading* was 67%.

In meeting one, 74% of students do the whilst-reading activities. In the second meeting, 80% of students do the activities. So, the average of students who employed the activities *whilst reading* was 77%.

In meeting one of the post-reading phases, 68% of students employed the activities, and in meeting two 79% employed the activities. So, the average of students employed in the *post-reading* activities was 74%.

Based on the finding of the Story Mapping Strategy in the second cycle above, the average of students employing the activities of two meetings was 73%. The finding of every meeting is provided in Table 10 as follows.

Table 10. The Result of Learners' Participation in the Two Meetings of Cycle 2

Phases	Learners used the activities in Cycle 1 (in%)		Average (in %)
	Meeting 1	Meeting 2	
1. Pre-reading	57	76	67
2. Whilst-reading	74	80	77
3. Post-reading	68	79	74
	The average students employed the activities		73

Based on the result of the analysis of the teaching and learning process and learners' learning result in Cycle 2, it can be decided that Story Mapping Strategy has successfully enhanced the students' reading comprehension competence. The result of the students' comprehension test had achieved the criterion of success. Based on the researcher's calculation, 8 students reached the gain improvement higher than 10 points, 3 students reached the gain improvement equal to 10 points, and 3 students gained improvement below than 10 points. So, the percentage of the student reached ≥ 10 points in gain was 11 students (78%). It means that the result could reach 70% or more of learners who gained ≥ 10 points (based on the criterion of success).

The result of Cycle 2 shows that 78% or 11 students could reach the ≥ 10 points gain improvement, and 3 (22%) students still could not reach the ≥ 10 points gain improvement. For those 3 students, the lecturer gave a remedial lesson on the two cycles of strategy implementation. In the remedial lesson, they did some activities such as making/creating their story map, choosing their own favorite stories to be read, filling the story map with the specific information from the stories

they have read, presenting/telling the result, and giving comments or suggestions of their classmate's presentation.

Based on the results of the learners' reading comprehension tests, it was found that the students' gain gradually improved compared to the preliminary study in Cycle 2. There was a positive impact of the Story Mapping Strategy on increasing students' scores in the tests of reading comprehension. Thus, the learners' percentage of gain improvement score gradually improved the Cycle 1 to Cycle 2. The following figure recapped the percentage of students' gain improvement score.

Figure 1 shows that in Cycle 1, 57% (8 students) could reach the gain progress of ≥10 points. In Cycle 2, the gain obtained increased; 78% (11 students) achieved the gain progress of ≥10 points.
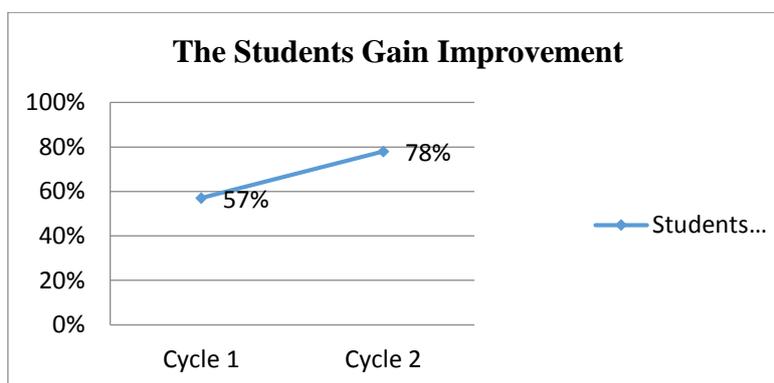
Figure 1. The Percentage of the Students' Gain Improvement Score

Besides, it was also observed the students' involvement or participation during the implementation of the Story Mapping Strategy. Based on the findings, the student's participation in employing Story Mapping Strategy had significantly improved. The percentage of the students' involvement in operating the strategy in Cycle 1 and Cycle 2 is presented in figure 3.
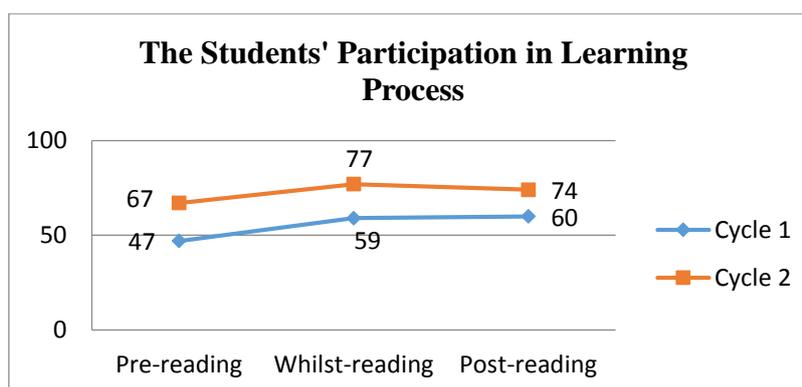
Figure 2. The Percentage of the Learners' Engagement in Teaching and Learning Process

Figure 3 shows the percentage of the students' involvement in employing Story Mapping Strategy activities (pre-reading, whilst-reading, and post-reading) up from Cycle 1 to Cycle 2. In the pre-reading phase, 47% of students participated actively in Cycle 1. Meantime, Cycle 2 up to 67%. In the whilst-reading phase, 59%

of students participated in Cycle 1 and up to 77% in Cycle 2. And in the post-reading phase, 60% of students were involved in Cycle 1 and 74% in Cycle 2.

Furthermore, the researcher also evaluated the students' responses to the application of the Story Mapping Strategy in the class. The data were taken from the questionnaire given. The result was used as additional information about the advantage of implementing the Story Mapping Strategy. After implementing the strategy in cycle 1 and 2, it was found that the learners had a good response toward the Story Mapping Strategy implementation.

Table 11. The Result of Learners' Responses to the Implementation of Story Mapping Strategy

No	Statements	Responses to Strongly Agree & Agree (%)
1	I find reading a story in English something interesting.	78.6%
2	The activity of reading stories adds to my knowledge.	85.7%
3	Stories can improve my English vocabulary.	85.6%
4	Stories can add to my English grammar knowledge.	100.0%
5	I feel happy with the implementation of the Story Mapping Strategy in the reading class.	92.9%
6	In my opinion, the Story Mapping Strategy is useful in reading English texts/stories.	85.7%
7	Story Mapping Strategies can improve the ability to read English texts/stories.	85.7%
8	With Story Mapping Strategy to read English texts/stories easier.	92.9%
9	Story Mapping Strategies can increase my motivation in reading English texts/stories.	71.4%
10	I plan to use the Story Mapping Strategy in other text/story reading activities.	85.7%

DISCUSSION

This section covers the discussion of the teaching and learning process and the discussion of the learners' improvement in reading comprehension utilizing the Story Mapping Strategy.

Story Mapping is a strategy assisting learners to utilize their knowledge of narrative fabric to anatomize the story (Ibnian, 2010). The story map employs a graphic operator to assist learners in acquiring a book or story. By recognizing story characters, plot, setting, matter, and breakthrough, learners read jealously to learn the details. And the resulting visual outline assists learners in constructing a reasonable framework for understanding and remembering a story.

Wehbe et al. (2014) explains in her "The (Un) Making of a Reader," story mapping requests readers to concentrate on the different features of a text (feature analysis), isolate the facts or meaningful data from the other details (signal detection), supply abstract fabrics representing the text fabric of a reading (schema theory), and cruise the process of reading by solving that process into parts and creating the reader mindful of the way that these parts incorporate (metacognition).

The implementation of the Story Mapping Strategy in teaching reading comprehension covered three stages of activities, specifically *pre-reading, whilst-reading, and post-reading.* The pre-reading activity was done to prepare the students' readiness in learning reading, activate their background knowledge, and

encourage their motivation to do the class activities. In this phase, there were several activities done by the lecturers and students.

The lecturer-researcher started the pre-reading by explaining the teaching-learning objectives to the students. It was intended to give students a picture of what they can get by applying the Story Mapping strategy for improved reading comprehension. Moreover, it improves students' motivation as the students would be more encouraged to learn if they know their learning objectives (Oweis, 2018).

Then, he activated the students' prior knowledge by showing some pictures related to the text. Pictures were essential for engaging learners' attention, motivating their prior knowledge, and relating to the text. Gay (2013) stated that pictures could motivate the students, make the subject clear, and illustrate the common ideas to practice. After that, she gave some leading questions related to the pictures. Pre-reading questions would help students predict the content that would be discussed. Siddiek and Alfaki (2018) stated that pre-reading questions ought to concentrate on predicting and relating the text to background knowledge. Then, Bråten, Ferguson, Anmarkrud, and Strømsø (2013) elaborated that pre-reading questions were given to obtain a piece of information central to understanding the text.

Next, the lecturer asked the learners to guess the topic that will be discussed or brainstorm the topic. The lecturer gave a few minutes to students to say anything they knew about the topic; as the students shared their information about the topic, the teacher jotted down the information on the blackboard. This brainstorming activity helped the students construct what they saw about the topic and prepared them to learn current material. González and Deal (2019) stated that brainstorming strategies give a handy framework for acquiring learners' background knowledge before learning. It is believed that by brainstorming, students with extensive background knowledge share information so that all students begin the study with the familiarity of the topic. The students with little background knowledge build their information through class discussion before encountering the topic. After the students gave and shared information, the teacher introduced the real topic to them.

The last activity in this phase was forming groups. The lecturer split the class into several groups; every group consists of 3 or 4 learners with high, moderate, and low ability. With heterogeneous groups, the group members would involve actively and work cooperatively. The high achiever would help the low achiever; on the contrary, the low achiever would learn from the high achiever. Each member had a role. Olmedo and Wilkins (2017) stated that the role had specific attendants, privileges, obligations, responsibilities, and powers.

By doing all activities above, the students could know the "big picture" of the text, so that they can decide the topic of the text. It was observed that several learners who can decide the topic of the text increased in Cycle 2. This is shown by the progress of the learners' involvement employing the pre-reading activities from 47% learners in Cycle 1 to 67% in Cycle 2.

During the whilst-reading phase, the learners applied the Story Mapping steps. Some activities were done in this phase. First, the teacher introduced the text/story to be recited and give every learner an empty Story Map. Then he gave a model to recite the text, and the learners paid attention to the lecturer's reading. By providing a model of how to recite, the students would know the correct

pronunciation of the words in the text. After that, he requested the learners to recite the text in silence to understand the content text. To reduce the translation during reading, the learners were expected to read contextually and investigate the meaning of unfamiliar words.

Next, he asked the learners to take note of the title of the tasked text on the Story Map and also they had to anatomize and take note of the other sections of the story, as well as characters, setting, plot (matter/purpose, affairs/episodes, reserve), and ethical message by sharing with their group, then fill the information on the blank Story Map. In line with this, Hannay (2015) stated that story mapping points learners' concern to pertinent stories utilizing a certain contexture. Story map gives a visual-spatial show for key data in narrative text. These maps work to encourage students to recognize story factors and give a chamber for them to take note of this data.

After that, the students were asked to find each paragraph's main ideas and supporting ideas (this activity was added in the second cycle). Sometimes, the primary idea is said clearly (as in the topic sentences), and on the other hand, it is imperative and has to be decided. Duke et al. (2011) stated that seeing how to decide the primary idea of what is recited is fundamental since it assists learners to recognize what is necessary to be known and be remembered. The competence to obtain the primary idea is a guide to sum up more significant text numbers.

After they finished the discussion and filled the map, they had to present their work in front of the class, and the other group had to pay concern to their classmates' presentation. Next, the lecturer asked the learners to conduct another assignment rationale to the material with their pairs, and after that, they discussed the correct answer together. In the whilst-reading phase, the students' involvement increased. In Cycle 1, 59% of students participated, but in Cycle 2, it grew to 77%.

In the post-reading phase, the teacher gave a small quiz to learners to check their understanding of the reading text. The quiz consisted of five questions, and they had to do it individually. The lecturer also gave feedback on students' performance, asked about their problems related to the previous activity, and reflected on the material they had learned. As Wardani (2015) conveyed, the post-reading phase is a follow-up of the pre-reading ad whilst-reading phase. The activities on this page motivate learners to use the required information to express their opinions and form ideas. According to Silverman, Crandell, and Carlis (2013), post-reading activities can involve extending knowledge about the topic, retelling, and applying concepts. The students' participation in post-reading activities also increased. In Cycle 1, 69% of students were involved in the activities and increased to 74% in Cycle 2.

In general, the Story Map might be utilized before, while, and after reciting a passage. Before reading the story maps may be used to obtain background knowledge, simplify the discussion, and take note of pertinent data about a topic. The utilization of story maps while reciting a text gives a clue for readers to take note of meaningful information and review after reading.

The learners' refinement in reading comprehension can be seen from the result of the reading comprehension test. In the precursory research, 29% (4 learners) of the total learners passed the reading comprehension test. The acquired

gain score progress to 57 % (8 learners) in Cycle 1, and the obtained score in Cycle 2 progressed to 78% (11 learners).

CONCLUSION

The implementation of the Story Mapping Strategy in the reading class was able to improve the learners' attainment in reading comprehension, mainly in narrative texts. The refinement can be known from the progress of learners' gains from Cycle 1 to Cycle 2. The learners' achievement had rectified highly in Cycle 1 from 8 students (57%) of 14 students to 11 students (78%) in Cycle 2. Besides the score improvement, it was also observed the increase of the learners' involvement (participation) in the teaching and learning process, proven by the majority of the learners (73%) took part vigorously in the second meeting of Cycle 2.

In the pre-reading phase, several activities conducted were (1) clarifying the teaching-learning objectives, (2) encouraging the learners' background knowledge by indicating related images, (3) providing leading questions related to the images, (4) requesting the learners to guess the topic that is going to be shared and acquainting the topic, and (5) splitting the learners into groups.

In the whilst-reading stage, the activities were (1) acquainting the text/story to be recited and give every learner with an empty Story Map, (2) providing a model of the way to recite the text, (3) asking the learners to recite the text and obtain the meaning of unfamiliar words, (4) asking the learners to take note the title of the tasked text on the Story Map, (5) asking the learners to anatomize and take note the other parts of the story, for instance, characters, setting, plot (matter/purpose, affairs, reserve), and ethical message by sharing with their group, (6) asking the learners to complete the Story Map with that data, (7) asking the learners to convey their work in front of the class, and (8) asking the learners to conduct another assignment related to material with their pairs.

The activities in the post-reading phase were (1) providing a quiz (comprehension questions) to learners personally, (2) providing feedback on their performance, (3) asking the learners relating to problems of the subject, and (4) reflecting.

Suggestions

Based on the conclusion above, the investigator proposes the following suggestions. To English lecturers, he suggested the application of the Story Mapping Strategy as a supernumerary strategy in teaching and learning reading comprehension. To anticipate the limitation of the strategy, the lecturers must be well-prepared in terms of the lesson plan and classroom management. The lesson plan that leads the lecturer to determine objectives, instructional media, materials, and kind of assessment is a prerequisite for applying the strategy. For future researchers, it is recommended that they can implement a resemblant study on the same or different skills (listening, speaking, or writing skill) in a different setting, or for other kinds of reading texts such as expository texts (biographies, autobiographies, etc.). They might also conduct a study utilizing Story Mapping Strategy with different study designs.

REFERENCES

Bråten, I., Ferguson, L. E., Anmarkrud, Ø, & Strømsø, H. I. (2013). Prediction of learning and comprehension when adolescents read multiple texts: The roles of word-level processing, strategic approach, and reading motivation. *Reading and Writing*, *26*(3), 321–348. https://doi.org/10.1007/s11145-012-9371-x

Bruns, B., De Gregorio, S., & Taut, S. (2016). *Measures of Effective Teaching in Developing Countries*. Research on Improving Systems of Education (RISE). https://doi.org/10.35489/BSG-RISE-WP_2016/009

Bui, Y. N., & Fagan, Y. M. (2013). The Effects of an Integrated Reading Comprehension Strategy: A Culturally Responsive Teaching Approach for Fifth-Grade Students' Reading Comprehension. *Preventing School Failure: Alternative Education for Children and Youth*, *57*(2), 59–69. https://doi.org/10.1080/1045988X.2012.664581

Cyr, P. R., Smith, K. A., Broyles, I. L., & Holt, C. T. (2014). Developing, evaluating and validating a scoring rubric for written case reports. *International Journal of Medical Education*, *5*, 18–23. https://doi.org/10.5116/ijme.52c6.d7ef

Duke, N., Pearson, D., Strachan, S., & Billman, A. (2011). Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels & A. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4th ed., pp. 51–93). International Reading Association. https://doi.org/10.1598/0829.03

Gay, G. (2013). Teaching To and Through Cultural Diversity. *Curriculum Inquiry*, *43*(1), 48–70. https://doi.org/10.1111/curi.12002

Gilakjani, A. P., & Ahmadi, S. M. (2011). The Relationship between L2 Reading Comprehension and Schema Theory: A Matter of Text Familiarity. *International Journal of Information and Education Technology*, 142–149. https://doi.org/10.7763/IJIET.2011.V1.24

González, G., & Deal, J. T. (2019). Using a creativity framework to promote teacher learning in lesson study. *Thinking Skills and Creativity*, *32*, 114–128. https://doi.org/10.1016/j.tsc.2017.05.002

Grabe, W. (2014). *Key Issues in L2 Reading Development*. 11. Proceedings of the 4th CELC Symposium for English - academia.edu.

Hamdani, B. (2020). Teaching Reading through Reciprocal Teaching Method. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 23. https://doi.org/10.22219/celtic.v7i1.11936

Hannay, D. (2015). Effects of Direct Instruction of Literary Text Elements with Story Mapping on Reading Comprehension. *Master of Education Applied Research Projects*. https://digitalcommons.cedarville.edu/education_research_projects/1

Ibnian, S. S. K. (2010). The Effect of Using the Story-Mapping Technique on Developing Tenth Grade Students' Short Story Writing Skills in EFL. *English Language Teaching*, *3*(4), 181–194.

Jayanti, F. G. (2016). Reading Difficulties: Comparison on Students' and Teachers' Perception. *Proceedings of ISELT FBS Universitas Negeri Padang*, *4*(1), 296–301.

Korhonen, J., Linnanmäki, K., & Aunio, P. (2014). Learning difficulties, academic well-being, and educational dropout: A person-centered approach. *Learning and Individual Differences*, *31*, 1–10. https://doi.org/10.1016/j.lindif.2013.12.011

Leeder, J. E., Horsley, I. G., & Herrington, L. C. (2016, September). *The Inter-rater Reliability of the Functional Movement Screen Within an Athletic Population Using Untrained Raters* [Text]. Wolters Kluwer. https://doi.org/10.1519/JSC.0b013e3182a1ff1d

Olmedo, A., & Wilkins, A. (2017). Governing through parents: A genealogical inquiry of education policy and the construction of neoliberal subjectivities in England. *Discourse: Studies in the Cultural Politics of Education*, *38*(4), 573–589. https://doi.org/10.1080/01596306.2015.1130026

Oweis, T. I. (2018). Effects of Using a Blended Learning Method on Students' Achievement and Motivation to Learn English in Jordan: A Pilot Case Study. *Education Research International*, *2018*, e7425924. https://doi.org/10.1155/2018/7425924

Perfetti, C., & Stafura, J. (2014). Word Knowledge in a Theory of Reading Comprehension. *Scientific Studies of Reading*, *18*(1), 22–37. https://doi.org/10.1080/10888438.2013.827687

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, *6*(2), 229. https://doi.org/10.5296/jse.v6i2.9201

Sari, S., Oktaviani, A., & Yulfi, Y. (2020). The Use of Fives Strategy to Teach Reading Comprehension for Eleventh Graders. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 74. https://doi.org/10.22219/celtic.v7i1.11503

Siddiek, A. G., & Alfaki, I. M. (2018). *The Role of Background Knowledge in Enhancing Reading Comprehension* (SSRN Scholarly Paper ID 3177914). Social Science Research Network. https://papers.ssrn.com/abstract=3177914

Silverman, R., Crandell, J. D., & Carlis, L. (2013). Read Aloud and Beyond: The Effects of Reading Aloud Extension Activities on Vocabulary in Head Start Classrooms. *Early Education and Development*, *24*(2), 98–122. https://doi.org/10.1080/10409289.2011.649679

Stringfield, S. G., Luscre, D., & Gast, D. L. (2011). Effects of a Story Map on Accelerated Reader Postreading Test Scores in Students with High-Functioning Autism. *Focus on Autism and Other Developmental Disabilities*, *26*(4), 218–229. https://doi.org/10.1177/1088357611423543

Tang, S., Asrifan, A., Chen, Y., Haedar, H., & Agussalim, M. (2019). The Humor Story in Teaching Reading Comprehension. *Journal of Advanced English Studies*, *2*(2), 77–87. https://doi.org/10.47354/jaes.v2i2.65

Vedung, E. (2017). *Public Policy and Program Evaluation*. New York: Routledge.

Wardani, S. (2015). Using Speed Reading and Extensive Reading Activities to Improve Students' Reading Fluency. *Jurnal Pendidikan Humaniora*, *2*(3), 219–227.

Wehbe, L., Murphy, B., Talukdar, P., Fyshe, A., Ramdas, A., & Mitchell, T. (2014). Simultaneously Uncovering the Patterns of Brain Regions Involved in Different Story Reading Subprocesses. *PLOS ONE*, *9*(11), e112575. https://doi.org/10.1371/journal.pone.0112575

BUSINESS ADMINISTRATION STUDENTS' ANXIETY IN SPEAKING SKILL PRACTICE

Fu'ad Sholikhi*

Universitas Islam Balitar, Indonesia

ABSTRACT

Speaking anxiety is a feeling of fear about what is to come when speaking. Students' conditions may trigger excessive anxiety that can make students struggle to move and speak in front of the public. The purposes of this study are to determine the level of business administration students' speaking anxiety at UNISBA Blitar and to investigate the most dominant speaking anxiety in ESP class. This study utilizes descriptive quantitative with thirty-three questionnaires as a research instrument distributed to second-semester of Business Administration students of UNISBA. The questionnaires were then analyzed and categorized into responses and speaking anxiety levels. Once the data of Business Administration students' speaking anxiety level had been collected, the researcher calculated the average and the percentage of the data and categorized them into three types of speaking anxiety in the classroom. In addition, the researcher utilized a five-point Likert scale, discovering two students experienced an anxiety level, three students experienced a relaxed level, and twenty-five students were mildly anxious. The most dominant speaking anxiety type was Test Anxiety with a total of 450 items (45.45%), followed by Communication Apprehension (33.34%), and students' fear of negative evaluation as the lowest (21.21%). In the end, the future researcher interested in conducting similar research about speaking anxiety is expected to use a different number of participants and research methodology to enrich the knowledge about speaking anxiety in higher education.

Keywords: *English Speaking Skill; Students' Speaking Anxiety; Types of Speaking Anxiety*

ABSTRAK

Kecemasan dalam berbicara adalah sebuah bayang-bayang rasa takut ketika berbicara. Kondisi murid yang lagi stress akan menimbulkan kecemasan berlebihan yang dapat membuat murid sulit untuk berbicara dan bergerak. Tujuan penelitian ini adalah untuk menentukan level ketakutan berbicara dari murid administrasi bisnis dan untuk mengetahui tipe kecemasan berbicara Bahasa sing yang paling dominan di kelas ESP atau kelas Bahasa Inggris untuk jurusan bukan Bahasa Inggris. Penelitian ini menggunakan metodologi penelitian kuantitatif dengan menggunakan 33 kuesioner sebagai instrument penelitian. Kuesioner tersebut kemudian dianalisa oleh peneliti untuk dikategorikan menjadi kategori tingkat kecemasan dan persepsi dari 30 murid semester dua dalam kelas berbahasa asing. Data yang diperoleh dari proses tersebut kemudian dicari rata-ratanya dan persentasinya yang akhirnya dikategorikan dalam kategori jenis-jenis pengaruh dalam kecemasan berbahasa asing. Lebih lanjut, penelitian ini mendapati ada 2 murid yang termasuk dalam kategori cemas, 3 murid masuk dalam kategori cemas jika ada ujian mengenai berbicara, dan selebihnya atau 25 murid termasuk dalam kategori agak kecemasan atau kecemasan yang terkendali. Tipe kecemasan paling berpengaruh adalah kategori kecemasan akan ujian berbicara Bahasa asing atau mendapati 45.45%, diikuti dengan kategori kecemasan berbicara atau 33.34%, dan yang paling kecil dominasinya adalah kategori kecemasan terhadap komentar yang negatif atau 21.21%. Berdasarkan hasil penelitian ini, peneliti yang melakukan peneltiain serupa diharapakan untuk merevisi jumlah peserta atau murid dan cara melakukan penelitiannya untuk memperkaya khasanah keilmuan dibidang yang serupa di tingkatan perkuliahan atau Pendidikan setelah sekolah menengah atas.

Kata Kunci: *Jenis-jenis Kecemasan; Berbicara dalam Bahasa Asing; Kemampuan Berbicara Bahasa Inggris*

INTRODUCTION

Speaking is an expression of someone's feelings. The ability to master English speaking is crucial for higher education students because speaking is not only talking to someone else but also conveying messages. Understanding oral language is necessary as it leads students to have better speaking skills to share information (Komariah et al., 2020). Students require experience and practices to deliver ideas properly so that they can have the ability to speak interactively (J & Fajar, 2019).

Nowadays, speaking is a symbol of educated people, and it is one of the keys to having a better carer in the modern era. Speaking is a spear for politicians because they have to convey their followers to build strength in the group. Speaking is a daily necessity used by politicians to achieve their goals (Thornbury, 2005). While for Business Administration students, English Speaking could affect social interaction, such as cooperation, exchange, and competition in the classroom. In addition, spoken language will involve students in daily communication (Goh & Burns, 2012).

Speaking skills are essential for Business Administration students at Balitar Islamic University. It could lead them to perform well in public (educational and career), especially in marketing. Moreover, speaking skills related to conveying speech and speaking activities strongly relate to speaking performance (Ngatmini & Fatimah, 2019). In higher education (for example, communication students at Balitar Islamic University), the students learn many things related to speaking skills that will support their careers. The university students will learn a functional language, and horizontal and vertical communication are the best speaking skills in higher education (Ngatmini & Fatimah, 2019).

For EFL students, speaking skills are essential to gain jobs and to work abroad. However, speaking is not an easy task because the students should know the foundations of speaking, such as pronunciation, grammar, and vocabulary. Most students use mother-tongue in English speaking rather than use the foundations of the target language. Speaking is a complex language requiring clear pronunciation and intonation (Renandya & Widodo, 2016). To overcome speaking problems in higher education is by acknowledging students' failure in speaking. Mayangta (2013) argues that English speaking is an essential skill to master because it will lead to a better career, but in reality, the students face various problems such as productive skills and receptive skills. The lecturers need to exploit the students' strengths to provide proper materials and teaching strategies. Teachers can support English speaking by using students' strengths (Renandya & Widodo, 2016). According to Horwitz et al. (1986), a mental block issue in learning a foreign language and preparation is the best way to overcome it. Horwitz et al. (1986) emphasize a relationship between anxiety and achievement in speaking because the student will experience anxiety at various levels. According to Abderrezzag (2010), anxiety is mental preparation for danger. So, speaking anxiety needs the lecturer's attention to reduce their anxiety.

Anxiety is nervousness (Horwitz et al., 1986). Therefore, students may experience sweating palms and a shaky voice in speaking (for example, delivering a speech in front of a class). If there is speaking anxiety, the students will struggle to talk. In reality, most students will experience speaking anxiety in speaking performance, and it is impossible to eliminate speaking anxiety. So, the students have to use this kind of phenomenon to their advantage. Foreign language classroom

anxiety is the number one enemy of EFL learners (Gawi, 2020). Gawi (2020) states that teachers play an important role in the classroom because teachers' behaviors will affect students' performance (speaking anxiety). In the end, the teacher can turn the students' weaknesses into the students' strengths. The lecturer may use visual aid during the lecturing to reduce speaking anxiety (Limantoro, 2014).

Anxiety can negatively affect the performance of Business Administration at UNISBA (Balitar Islamic University), mainly in ESP Speaking class. Excessive anxiety is the reason why students are unable to do anything in front of the public (Damayanti & Listyani, 2020). However, speaking anxiety is normal. Angellia (2019) states anxiety is a normal state and is not a disease.

The students and lecturers in a university should be aware of foreign language learning anxiety. It is a unique and complex behavior related to language learning. These beliefs cannot disappear easily (Horwitz et al., 1986). Horwitz et al. (1986) state that the perspective about anxiety (Foreign Language Classroom Anxiety Scale) can assess specific anxiety in the classroom. It consists of thirty-three items of questionnaires with positive and negative statements inside. Each item has five scale levels to choose from, which include the "strongly agree," "agree", "neither agree nor disagree", "disagree", and "strongly disagree" statements.

Based on the observation, communication students reveal that anxiety is their number one problem in English speaking, and their anxiety is getting higher when they are asked to speak in front of the class. Three students claim to have confidence in front of the class, while 80% of students feel nervous. Most of the students are worried about making mistakes in grammar and pronunciation.

Previous studies from Mukminin et al. (2015) discussed speaking anxiety in high school involving 10 participants. The researchers utilized demographic profiles and semi-structured interviews to gain data. This study reported the source of speaking anxiety, and the result was five themes related to speaking anxiety. Next, Amiri and Ghonsooly (2015) stated that anxiety would disturb students' performance in the classroom, and anxiety comes from various factors. In their study, they investigated students' anxiety and their score (achievement). The study used FLCAS to determine the anxiety level using a five-point Likert scale. The result showed that anxiety affects students' performance in the classroom (r=0.348, p<0.001).

Another study is from Indrianty (2016) who investigated speaking anxiety related to tourism students' experience. The researcher utilized a case study with thirty-three tourism students involved. Data analysis and interpretation were made using observation and interviews, and then the data were transcribed, categorized, and interpreted into meaningful data. The study focused on speaking anxiety investigation, and the result revealed two types of speaking anxiety, and there were three primary sources of speaking anxiety in the classroom.

Next is a study from Prastiyowati (2019) who researched anxiety in listening using a mixed-method methodology. It involved forty-eight participants (university students in Malang) and used a close-question questionnaire and interview to gather data (research instrument). This study utilized a five-point Likert scale in solving anxiety in listening. There were teachers' factors, students' factors, listening material, and processes contributing to students' anxiety, and those factors disturbed the students' listening performance.

Debreli and Demirkan (2015) suggest further researchers use FLCAS in solving speaking anxiety based on previous statements. Therefore, this study will do similar research about speaking anxiety using a five-point Likert scale, and it will fill the gap about speaking anxiety in ESP class (Business Administration). The research problems in this study are, what are the levels of Business Administration students' speaking anxiety in ESP class? And what is the dominant type of Business Administration students' anxiety in ESP class?

METHOD

The researcher utilized descriptive quantitative to answer Business Administration students' speaking anxiety at UNISBA Blitar. The purpose of this approach was to describe Business Administration students' speaking anxiety using numbers (in a simple way) because the researcher would gain a lot of information about speaking anxiety in ESP class through the approach. Creswell (2009) stated that quantitative relied on statistical data, and it would provide a numeric description. Quantitative research demands a lot of numbers (Siyoto & Sodik, 2015). Bungin (2017) emphasized that descriptive quantitative was to describe students' various conditions in society so that society had its description. Arifin and Alaydrus (2020) agreed that descriptive quantitative was to describe the types and the factors of anxiety in English Speaking. This approach, which involved Business Administration students, provided simple summaries only the result of FLCAS questionnaires. It would then be categorized into some groups related to FLCAS in ESP class. In doing so, the data will be entered in the table, and the researcher will provide clarification of the sum and the percentage.

Participants of the current study were thirty students of ESP class (second-semester students) at UNISBA Blitar. The researcher used FLCAS Questionnaires (33 items) as a research instrument of the study. FLCAS Questionnaires consisted of five five-point Linkert scale with the lowest score was 33, and the maximum score was 165 (Mayangta, 2013).

The data collection procedure was held in ESP class (speaking) at UNISBA Blitar. The Business Administration students had to fill out FLCAS questionnaires for half an hour. Then, the researcher analyzed and processed the result of FLCAS questionnaires. The data analysis was adopted from Horwitz et al. (Horwitz et al., 1986), and it contained Positive and Negative Statements of FLCAS.

In analyzing the data, the first thing to do was calculating the result of questionnaires from each Business Administration student at UNISBA Blitar. Then, the data were categorized into Business Administration Students' Response (positive and negative category). Second, the students' responses were calculated by the researcher into the students' preference category. Third, converting the data from the questionnaire into a five-scale (1,2,3,4, and 5) speaking anxiety and determining Business Administration Students' level Anxiety, so that the researcher knew distribution and the highest score of the Business Administration Students' level Anxiety. In the last step, the analyzed data were categorized into three types of speaking anxiety levels (Communication Apprehension, Test Anxiety, Fear of Negative Evaluation).

In detail, there were thirty-three FLCAS items which included students' responses (Strongly Agree or SA, Agree or A, Neither Agree nor Disagree or NA,

Disagree or D, and Strongly Disagree or SD) and two forms of statements. The statements were positive (the scale will be ranging from 1-5), and the negative statements (the scale ranged from 5-1). Business Administration students' data will be calculated manually (using 33 up to 165 range) and categorized to "very relaxed", "relaxed", "mildly anxious", "anxious", and "very anxious" levels. This FLCAS was in line with Mariam's (2018) study. In doing so, the researcher categorized the data into "the questionnaires' answers" table (it contained positive and negative statements of participants in this study), and then the results were divided into the "students' responses" table with its description of the sum and its percentage. Arifin and Alaydrus (2020) agreed that positive and negative table and Grouping of Table Data were the first things to do to know students' Communication Apprehension. The previous tables were the basis for constructing the "students' preference" table which inlines with Mariam's (2018) study. To discover Business Administration students' speaking anxiety level, Mariam (2018) suggested the researcher translate the previous table into a "scoring and categorizing" table which contained the students' total score, the students' anxiety level, and the questionnaire numbers with a clear description of the FLCAS scale (1 up to 5 scales is for positive and negative is the opposite) of Business Administration students. The "scoring and categorizing" table was instrumental in knowing students' speaking anxiety. It would generate "scoring and categorizing of FLCAS of business administration students" table and "the highest and the lowest score" table. The "the highest and the lowest score" table would give a clear description of students who have the highest scores and the lowest scores of speaking anxiety level. In contrast, another table would give a clear description of how many students were categorized into speaking anxiety level with its range (relaxed level, anxious level, and so on).

Moreover, the "students' preference" table was very useful in this study because this table was the key to make Dominant Type of Speaking Anxiety level in ESP class; it included Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation table. To construct those tables, the researcher paid attention to the types of FLCA in this study, for example, numbers 2, 7, 13, 19, 23, 31, and 33 belong to the Fear of Negative Evaluation type. There were three types of Causes of FLCAS in speaking anxiety with its distribution of items, for example, number 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 belonged to the Communication Apprehension type (Mariam, 2018). If those tables (three types of Causes of FLCA) were ready, the researcher would be able to answer the dominant type of Business Administration students' anxiety in ESP class.

FINDINGS
The Levels Students' Speaking Anxiety in ESP Class

There are thirty-three items in the questionnaires of this study, and those items are separated into positive and negative. The description of those questionnaires is presented in Table 1. As indicated in Table 1, this study utilizes a five-point Likert scale; strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. This scale will affect the categorization of Business Administration students' response, level anxiety, and Dominant Type of Anxiety in this studyThe current study does not follow Debreli and Demirkan's (2015)

perspective in terms of displaying low, moderate, and high (Percentages and Frequencies) scale in speaking anxiety.

Table 1. Summary of Students' Responses

No.	Statements	Students' Responses					
		Sa	A	Na	D	Sd	Total
1	Positive	25(9.26%)	105(38.9%)	66(24.44%)	63(23.33%)	11(4.07%)	**270**
2	Negative	49(6.81%)	230(31.94%)	134(18.61%)	248(34.45%)	59(8.19%)	**720**

Then, thirty participants (at UNISBA Blitar) received treatment for speaking anxiety. The assessment of Business Administration Students' speaking anxiety level can be seen in Table 2 below:

Table 2. Scoring and Categorizing of Students' FLCAS

No.	Range	Level of Anxiety	Result
1	124 – 165	Very Anxious	0 respondents (0%)
2	108 – 123	Anxious	2 respondents (7%)
3	87 – 107	Mildly Anxious	25 respondents (83%)
4	66 – 86	Relaxed	3 respondents (10%)
5	33 – 65	Very Relaxed	0 respondents (0%)

Table 2 shows the result of FLCAS in ESP Class (speaking), and it indicates the researcher follows Mayangta's (2013) anxiety scale rather than Oetting's scale. There are five levels on this scale. The levels are very relaxed (33-65), relaxed (66-86), mildly anxious (87-107), anxious (108-123), and very anxious level (124-165).

The Dominant Type Students' Anxiety in ESP Class

To answer the second research question in this study, a simple calculation is made by the researcher. The calculation can be seen in Table 3 below:

Table 3. The Dominant Type of Anxiety

No.	Type of Anxiety	The Percentage (%)
1	Communication Apprehension	33.34
2	Test Anxiety	45.45
3	Students' Fear of Negative Evaluation	21.21
	Total	100

Table 3 indicates that the researcher follows Horwitz, Horwitz, and Cope's (1986) perspective on the causes of FLCA (foreign language classroom anxiety). It includes Communication Apprehension (item number 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32), Test Anxiety (item number 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28), and Fear of Negative Evaluation (item number 2, 7, 13, 19, 23, 31, and 33).

DISCUSSION

In this section, the researcher will elaborate on three findings. The findings will answer the research questions of the study. It includes the discussion of Table 1, Table 2, and Table 3.

First and foremost, Table 1 shows there are positive and negative questionnaires adopted from Horwitz's (1986) study in speaking anxiety. These questionnaires use a five-point Likert for each statement. The negative statement

starts with 5 up to 1 range, on the contrary, the positive statement begins the calculation with 1 up to 5 range. Positive statements do not start with number 1, but there is a selection number out of it, including numbers 5, 8, 11, 14, 18, 22, 28, and 3 (the rest number belongs to a negative statement).

To answer The Levels of Business Administration Students' Speaking Anxiety in ESP Class, positive and negative calculation is the first thing to do. It determines the most dominant types of speaking anxiety in this study. Positive and negative statements are the first calculation using FLCAS with 33 questionnaires, and the result will determine the most dominant anxiety level in speaking (Arifin & Alaydrus, 2020). Moreover, there are thirty-three participants of Business Administration students of UNISBA Blitar. The students are second-semester students who will answer the questionnaire from Horwitz et al.'s (1986) study regarding speaking anxiety. The result shows that negative statement (720 items found) is the most dominant than positive statements (270 items found) in this section. In negative statements, the highest score is "disagree" or 248 items, followed by "agree" statements with 230 score, then Neither Agree nor Agree is 134 items, Strongly Agree is 49 items, and the last one is Strongly Disagree with 59 items. In positive statements, the most dominant is Agree scale with 105 items, followed by Neither Agree nor Agree with 66 items, then Disagree scale is 63, Strongly Agree is 25 items and the last one 11 items.

After the researcher has the distributed positive and negative statements, the researcher continued calculating The Percentage of Students' Preference. The Percentage of Students' Preference is to know Business Administration Students' responses to each questionnaire distributed in the classroom. Based on Table 1, the researcher found that the highest score was in statement number 5 (It wouldn't bother me at all to take more English classes) with 20 answers or 67 %. Mariam (2018) states that the highest percentage is in number 2 or 65% of respondents. Based on Table 1 that has been converted into The Percentage of Students' Preference, there is homogeneity in questionnaires. The homogeneity is in a statement that contains 4 and 7 respondents. Mariam (2018) states that there is also homogeneity in speaking anxiety with 6 students or 1 %.

Another point worth noting is the findings in Table 2. Based on Table 2, there is a distribution of the participants in this study. Two students are categorized into the anxious level (7%), three students are categorized into the relaxed level (10%), twenty-five students experienced mildly anxious level (83%), and no students experienced very relaxed level (0%) and very anxious level (0%). In details, the students who get the highest score of "anxious" level is WPN with 114 scores, and the lowest one is UND with 110 scores, the student who gets the highest score of "relaxed" level is ABI (86) and the lowest one is SLI (78), and the highest score of Mildly Anxious level goes to RNS (104), and ETY and SMK get the lowest score (both get 89). Also, mildly anxious is when the student feels nervous, but that feeling does not control him. Mariam (2018) states that Mildly Anxious is a normal condition, and the user or the student can neglect this condition. A relaxed level means the student can speak the words clearly and separately. Mariam (2018) agrees that student has no fear or no problem in speaking.

The next is the discussion of Table 3. Based on Table 3, there are three types of speaking anxiety (CA, TA, SFNE) in the current study. The most dominant type of

Business Administration students' speaking anxiety is Test Anxiety (TA), followed by Communication Apprehension (CA), and Students' Fear of Negative Evaluation (SFNE). The component of FLCAS significantly and negatively affect students' examination scores (Amiri & Ghonsooly, 2015). The following explanation relates to the components of FLCAS in this report (Communication Apprehension, Test Anxiety, and Students' Fear of Negative Evaluation).

Dealing with Communication Apprehension, the highest score is statement number one with sixteen students (53%), followed by statements number nine (50%), fifteen (43%), and twenty-seven (43%). It concludes that the Business administration students at UNISBA Blitar have great confidence in their speaking ability in English. They can manage their emotion or calm even if they do not have preparation for speaking performance. However, almost half of the students feel angry or upset about unclear instructions during the lecturing. Additionally, almost half of the students feel nervous when the lecturer asks the students to perform English speaking in ESP class. Debreli and Demirkan (2015) state that the student in the target language needs good preparation. Here, the role of the teacher determines the level of anxiety (Prastiyowati, 2019). The unclear instructions may lead the students to be less successful in speaking because the teacher is the factor of students' success (Mukminin et al., 2015). The lecturer at UNISBA Blitar and other universities need to understand that Communication Apprehension is a teacher's challenge because it comes from personal beliefs and behavior. Observation and interview data are solutions to understand students' Communication Apprehension (Indrianty, 2016).

Besides, this category is at an average level. This result is the same as Arifin and Alaydrus's (2020) study. Business Administration students believe that English speaking is essential for their career, but it is challenging. There is more pressure if the lecturer asks the students to speak in front of the class. According to Indrianty's (2016) study, English speaking is challenging, and it is better to sit down rather than speaking in front of a teacher. In terms of Communication Apprehension, it will affect their gesture. The common action or gesture is the students are looking for another option other than speaking in front of the class (Indrianty, 2016).

The next discussion is about Test Anxiety. The highest score is statement number five (67%), followed by statement number twenty-two (53%), eight (50%), and thirteen (50%). It concludes that Business Administration students need more English courses to support their careers in the future, for example, speaking ability for digital marketing. Speaking for good customer service (satisfying) is a key success for e-marketing. In doing so, the students have to understand about 5Ss of digital marketing (Chaffey, 2019). Indrianty (2016) emphasizes that students' career is the reason why they learn to speak in English. The students at UNISBA Blitar believe that preparation is the best practice for them, and it makes the students do not feel anxious during the examination or test. They do not have to be worried if they miss a lesson in speaking class because they can manage their emotion based on Communication Apprehension so that the students can communicate with the lecturer about the missing course.

Also, this category is the most dominant type of speaking anxiety in this study. It means that most Business Administration students are worried about speaking performance. It happens because they do not want to look foolish in front of the class.

At the same time, English speaking skills will be beneficial for Business Administration students in Digital Era and Digital Marketing (their career). It happens because most students are worried about the consequences (Amiri & Ghonsooly, 2015). Even though students have a well-preparation, it will not guarantee that students will not experience speaking anxiety. There is no correlation between anxiety and well-preparation in speaking class, and the consequences of failing always exist (2018). According to Indrianty (2016), the result of the speaking class will contribute to Business Administration students' careers in the future. On the other hand, Arifin and Alaydrus (2020) find out Test Anxiety is the lowest type of speaking anxiety. It indicates that students are unique, and they have their purposes when they go to college.

Last, it is about Students' Fear of Negative Evaluation. The highest statements are in number thirteen (53%), nineteen (53%), and twenty-three (53%), then followed by thirty-three (43%). It concludes that Business administration students feel guilty about their classmate's feelings when they respond in speaking class because they believe that their classmates have better performance in speaking. Based on that condition, the lecturer's correction makes Business Administration students' feeling worse. The students' views affect the learning process (Prastiyowati, 2019). The students have speaking anxiety when they have to speak in front of familiar people such as classmates (Indrianty, 2016). In learning speaking, there must be a peer assessment. Giving peer assessment in the classroom is necessary because it could motivate other students to avoid the same mistakes in the future (J & Fajar, 2019). Teachers and students have to learn to control their responses (voice) in English-speaking activities. Mocking is one reason the students do not want to express their ideas and feelings (Mukminin et al., 2015).

This category has the lowest score in the study. It is the opposite of Mariam's (2018) study. Mariam (2018) states the students have their imagination about speaking evaluation or feedback, and it allows the students to have imagination about punishment. Mukminin et al. (2015) argue that the students who are afraid of conversation could lead participants to have a poor score. This phenomenon happens because the students do not have good preparation (Amiri & Ghonsooly, 2015).

CONCLUSION

Based on the findings and discussions, Business Administration students of UNISBA Blitar experienced speaking anxiety when joining the ESP class. There is no evidence or 0% that students experienced very anxious level, however, two business administration students experienced Anxious level (7%), twenty-five students were in Mildly Anxious level (83%), three students were in Relaxed level (10%), and no students experienced Very Relaxed level (0%).

In responding to the second research question, there are three types of FLCAS (Foreign Language Classroom Anxiety Scale) that can cause speaking anxiety in ESP class, and Test Anxiety is the most dominant type of speaking anxiety, followed by Communication Apprehension, and Students' Fear of Negative Evaluation.

Finally, the author hopes that future researchers who are willing to conduct similar research revise the research methodology. For example, future researchers

could have qualitative research to understand speaking anxiety in higher education better, especially in ESP classes.

REFERENCES

Abderrezzag, S. (2010). The effects of Anxiety On Students' Achievement The case of third-year LMD students [University of Constantine]. In *Ph.D. Dissertation*. https://www.mendeley.com/sign/in/?routeTo=https://www.mendeley.com/catalogue/effects-anxiety-students-achievement-case-third-year-lmd-students/?add=true

Akwetey, L. M. (2011). *Business Administration for Students & Managers*. Trafford Publishing.

Amiri, M., & Ghonsooly, B. (2015). The Relationship between English Learning Anxiety and the Students' Achievement on Examinations. *Journal of Language Teaching and Research*, *6*(4), 855. https://doi.org/10.17507/jltr.0604.20

Angellia, & Listyani. (2019). Freshmen's anxiety in an intensive listening class: A qualitative study. *Educational Research and Reviews*, *14*(12), 443–457. https://doi.org/10.5897/err2018.3624

Arifin, F., & Alaydrus, Y. (2020). A Study on The Anxiety of Low and High Speaking. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, *2006*.

Bungin, H. M. B. (2017). *Metodologi penelitian kuantitatif : komunikasi, ekonomi, dan kebijakan publik serta ilmu-ilmu sosial lainnya* (2nd ed.). Kencana.

Chaffey, D. (2019). *Digital Marketing*. Pearson UK.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Damayanti, M. E., & Listyani, L. (2020). An Analysis of Students' Speaking Anxiety in Academic Speaking Class. *ELTR, English Language Teaching and Research Journal*, *4*(2), 152–170.

Debreli, E., & Demirkan, S. (2015). Sources and Levels of Foreign Language Speaking Anxiety of English as a Foreign Language University Students with regard to Language Proficiency and Gender. *International Journal of English Language Education*, *4*(1), 49. https://doi.org/10.5296/ijele.v4i1.8715

Gawi, E. M. K. (2020). The Impact of Foreign Language Classroom Anxiety on Saudi Male Students' Performance at Albaha University. *Arab World English Journal*, *11*(2), 258–274. https://doi.org/10.24093/awej/vol11no2.18

Goh, C. C. M., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press.

Horwitz, K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, *70*(2), 125–132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Indrianty, S. (2016). Students ' Anxiety in Speaking English (a Case Study in One Hotel and Tourism College in Bandung). *Eltin*, *4*(I), 28–39. http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/337

J., S. W., & Fajar, R. (2019). the Effect of Peer Assessment Towards Students' Speaking Skill At Semester II of University Muhammadiyah Jambi 2018-2019. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *6*(2), 26. https://doi.org/10.22219/celtic.v6i2.9886

Komariah, E., Erdiana, N., & Mutia, T. (2020). Communication strategies used by EFL

students in classroom speaking activities. *International Journal of Language Studies*, *14*(3), 27–46.

Limantoro, S. W. (2014). Anxiety on the Presentation or Oral Examination in Learning Esl. *61st Teflin International Conference*, *44*(4), 443–444.

Mariam, D. (2018). *An Analysis of Speaking Anxiety in English Classroom* [IAIN Salatiga]. http://e-repository.perpus.iainsalatiga.ac.id/6481/1/SKRIPSI FIX.pdf

Mayangta, T. (2013). *Students' Speaking Anxiety in an EFL Classroom*. Universitas Pendidikan Indonesia.

Mukminin, A., Masbirorotni, Noprival, Sutarno, Arif, N., & Maimunah. (2015). EFL Speaking Anxiety among Senior High School Students and Policy Recommendations. *Journal of Education and Learning (EduLearn)*, *9*(3), 217. https://doi.org/10.11591/edulearn.v9i3.1828

Ngatmini, & Fatimah, S. (2019). The Communicative Model of Learning Speaking in Higher Education. *2nd International Conference on Education and Social Science Research (ICESRE 2019)*, *417*(Icesre 2019), 61–65. https://doi.org/10.2991/assehr.k.200318.011

Prastiyowati, S. (2019). Anxiety on Students' Listening Comprehension in University Students in Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, *6*(1), 65. https://doi.org/10.22219/celticumm.vol6.no1.65-77

Renandya, W. A., & Widodo, H. P. (2016). *English Language Teaching Today Linking Theory and Practice* (W. A. Renandya & H. P. Widodo (Eds.); 5th ed.). Springer. https://doi.org/10.1007/978-3-319-38834-2

Siyoto, S., & Sodik, A. (2015). *Dasar Metodologi Penelitian*. Literasi Media Publishing.

Thornbury, S. (2005). *How To Teach Speaking*. New York: Pearson Education ESL.

VIDEO-ASSISTED EXTENSIVE LISTENING PROGRAM TO IMPROVE PRE-SERVICE EFL TEACHERS' LISTENING SKILLS

Rina Astuti Purnamaningwulan*

Universitas Sanata Dharma, Indonesia

ABSTRACT

Listening is an essential skill from which learners can acquire a vast amount of language input. Pre-service English teachers need to have excellent listening skills as they are demanded to develop meaning through various listening activities to prepare themselves to be qualified EFL teachers. A video-assisted Extensive Listening (EL) program was administered to facilitate pre-service EFL teachers to improve their listening skills. Using a quasi-experimental design, this research aimed to see whether there was a significant difference between the listening skill of pre-service teachers who received a video-assisted EL program for one semester and those who received regular instructions. Fifty-two pre-service teachers taking the Intermediate Listening course participated in this study. The participants were randomly assigned to two classes, namely the control group and the experimental group respectively. The quantitative data were collected from both groups' post-test results. An independent sample t-test that was performed to compare the post-test scores of both groups showed a non-significant result ($t = 0.757$, $p > .05$). Therefore, it can be concluded that the difference in scores between the experimental and the control group was not significant. This adventitious empirical result might have resulted from the swift change to emergency online learning due to the Covid-19 pandemic.

Keywords: *Extensive Listening; Listening Skills; Pre-Service Teachers; Video-Assisted Extensive Listening*

ABSTRAK

Keterampilan menyimak memungkinkan siswa untuk menguasai suatu bahasa dengan lebih efektif. Tidak terkecuali, calon guru Bahasa Inggris perlu memiliki keterampilan menyimak yang baik agar mereka dapat senantiasa mengembangkan penguasaan Bahasa Inggris. Program *Extensive Listening* (selanjutnya disingkat *EL*) berbasis video diberikan kepada mahasiswa/i calon guru bahasa Inggris untuk membantu mereka mengembangkan kemampuan menyimak dalam Bahasa Inggris. Penelitian quasi-experimental ini bertujuan untuk melihat apakah ada perbedaan yang signifikan antara keterampilan menyimak pada para calon guru yang mengalami program *EL* berbasis video selama satu semester dibandingkan dengan mereka yang tidak mengalaminya. Ada lima puluh dua orang mahasiswa calon guru Bahasa Inggris yang berpartisipasi dalam penelitian ini, di mana mereka masuk ke dalam dua kelas yang berbeda. Satu kelas merupakan kelas eksperimen, dan kelas yang lainnya merupakan kelas kontrol. Data yang dikumpulkan berupa hasil tes sebelum dan sesudah pemberlakuan program *EL* berbasis video dari kedua kelas tersebut. Uji *independent sample t-test* dilakukan untuk membandingkan nilai tes dari kedua kelas, dan hasilnya tidak signifikan ($t = 0.757$, $p > .05$). Maka, tidak dapat dicapai kesimpulan bahwa perbedaan nilai menyimak antara kedua kelas cukup signifikan. Hasil empiris yang diperoleh dari penelitian ini kemungkinan diakibatkan oleh adanya peralihan dari pembelajaran tatap muka ke pembelajaran daring secara darurat karena adanya pandemi Covid-19.

Kata Kunci: *Calon Guru*; Extensive Listening; Extensive Listening *Berbasis Video*

INTRODUCTION

Listening to an L2 is a complex mechanism that requires listeners to actively perceive speech sounds, understand vocabulary and grammatical structures, and interpret meaning reflected through the stress and intonation of the utterances (Bidabadi & Yamat, 2014). All those tasks need to be processed by the listeners at the same time. In authentic situations, for example, in oral communications, listening is performed real-time. Listeners have no control over the content and the speed of the utterances they are listening to (Renandya & Farrell, 2011). This complexity of listening to L2 adds challenges for EFL learners to comprehend language input and be successful in actual communications. Thus, these facts might be the factors that cause some L2 learners to experience listening anxiety (Prastiyowati, 2019).

Despite its complexity, listening is an essential skill that needs to be mastered by language learners. Azizinia, Sadeghoghli, and Mohebkhah (2017) state that listening is a fundamental skill that contributes significantly to one's language acquisition since it is one of the main sources of L2 input acquisition. As Renandya and Jacobs (2016) state that input is the main factor in language learning success, the urgency of enhancing EFL learners' listening skills becomes more obvious. Therefore, EFL teachers are urged to help learners develop their listening skills by giving a considerable amount of practice to increase the amount of input they can receive.

In the context of the EFL teacher preparation program, there are numerous benefits that a pre-service teacher can gain from having a well-developed listening fluency. Having excellent listening skills allows one to receive as broad meaningful input as possible. Through this, they can explore more authentic use of oral language spoken in different accents, which will improve their overall English competence. In addition, "the more listening skills a teacher gains in his pre-service education, the more he can get the students to learn this skill. In other words, if the teacher possesses effective listening proficiency, his students can develop it correspondingly" (Kazu & Demiralp, 2017, p.83). These notions confirm the importance of a well-developed listening proficiency for EFL pre-service teachers.

Understanding the significance of training EFL pre-service teachers' listening skills, listening classes are mainly provided in teachers' colleges. However, in the context of EFL teacher preparation programs, the main focus of listening instructions remains on intensive listening, in which learners are trained formally to be capable of answering comprehension questions (Widodo & Rozak, 2016). Concerning this, Pamuji, Waring, and Kurniawan (2019) argue that this form of listening typically conducted in a limited class duration does not allow learners to receive a sufficient amount of meaningful input or to experience a lot of listening practice.

Extensive Listening (henceforth, EL) offers language learners the opportunity to practice listening for pleasure and at the same time to get exposure to comprehensible listening materials (Renandya & Farrell, 2011). Thus, it is believed that the need for pre-service teachers to experience a wide range of oral input can be facilitated through EL. EL activities encourage learners to listen to multiple listening media to let them receive a plentiful amount of oral input to understand and enjoy. This notion is elucidated by Ivone and Renandya (2019, p.237), who

explain EL as "a language teaching and learning approach that encourages language learners to be exposed to a large amount of easily comprehensible and enjoyable materials presented in the target language over an extended period." Therefore, EL is seen as a practical approach that helps EFL learners, including pre-service teachers, improve their listening skills, which are best learned through numerous listening practices (Gonulal, 2020; Renandya & Farrell, 2011; Vandergrift & Goh, 2012).

Types of Extensive Listening

Practically, the activities of EL can take several forms. Ivone and Renandya (2019) propose five types of listening activities that learners can perform during EL. The first one is 'listening only,' in which learners simply listen and enjoy aural texts without seeing visuals or reading texts while listening. This may cause listening only to be too demanding for learners in low levels if the texts are not easy. The second activity is 'active listening.' In active listening techniques, learners either read aloud the script while listening or reproduce phrases right after listening to parts of the aural text without looking at the script (Yonezawa & Ware, 2008) to improve pronunciation. Thus, it is recommended that learners listen to texts with native speakers' voices to give them an authentic model of spoken language.

The third activity is 'reading while listening.' In this activity, learners can use texts that are available in the form of aural and textual formats, and then they read the script while listening to a passage. The 'reading while listening' activity is believed to help learners concentrate on the listening texts better (Renandya, 2012), although some opponents think otherwise. For instance, Yeldham (2016) believes that the advantages of reading while listening activities are impermanent and may make learners dependent too much on the written text.

The fourth type of EL activity is 'listening and viewing,' which is a typical activity performed when watching videos. Finally, the fifth and last type of EL activity suggested by Ivone and Renandya (2019) is combined listening, viewing, and reading, which is an extended variation of the listening and viewing activity. This type of activity is recommended for learners at any level since it is proven helpful for comprehending texts better and improving vocabulary. In this research context, the video-assisted EL program employed in this study serves as the implementation of the fourth and the fifth type of EL activity.

Previous Studies on Extensive Listening in ELT

A growing concern on the implementation of EL in EFL classrooms has been reported in several current studies both in and outside Indonesia (Alm, 2013; Bidabadi & Yamat, 2014; Chang & Millett, 2014; Mahmudah, 2014; Pamuji et al., 2019; Sholihah et al., 2018; Takaesu, 2015). Particularly in the Indonesian context, EL has been researched in some studies, one of which is conducted by Pamuji et al. (2019). This research investigates student teachers' experience in practicing video-assisted EL for a considerable amount of time and their improvement of L2. It is reported that through EL, there is an improvement in student teachers' vocabulary and other language skills. It was also found that the student teachers also experienced pleasure in listening to their choice of topics and resources.

Examining EL from students' perspectives, Nugroho's (2020) study looks at EAP (English for Academic Purposes) students' perceptions of EL. The study found that most students perceived EL positively as they think EL contributes to their listening fluency and speaking fluency improvement. In addition, the students admit that being exposed to different English accents is helpful to boost their confidence in speaking. This study also found that EAP students become motivated to practice EL in the future even when the course program has ended.

Another study conducted in the Indonesian context examines listening fluency improvement after integrating a blended learning strategy that integrates portfolio in EL activities (Sholihah et al., 2018). The action research result suggests that after implementing two cycles of portfolio-based EL activity, students' listening skill improves as indicated in their test results. Besides, students responded positively towards the EL model.

The vast body of literature has suggested that EL provides fundamental contributions in enhancing L2 learners' language skills, especially listening skills, besides seen positively by learners. Embarking from this belief, this research tries to investigate the contribution of video-assisted EL in improving L2 learners' listening skills. Furthermore, because there is a deficiency in EL research that investigates video-assisted EL program implementation with pre-service teachers as the subjects (e.g. Widodo & Rozak, 2016), this research tries to fill the gap in the literature by investigating the effect of an EL program experienced by EFL pre-service teachers.

The research question that this study is trying to answer is "is there any significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who receive regular instructions?" Thus, this study hypothesizes that there is a significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who receive regular instructions.

METHOD

This research adopted a quasi-experimental design since it was impossible to assign participants into groups in a college setting randomly. This is in accordance with what Ary, Jacobs, Sorensen, and Razavieh (2010) suggest, that the quasi-experimental research design should be adopted when the researcher cannot randomly assign the participants into treatment groups (p.316).

The research procedures include assigning two groups into an experimental group and a control group, respectively. The experimental group was treated with a fourteen-week video-assisted EL program. Throughout the implementation of this program in the Intermediate Listening course, the students were given the opportunity to exercise their listening skills facilitated by authentic videos. In this program, students practice listening by viewing at least four authentic videos per week and write weekly listening journals. The videos used in this study were authentic English videos of students' selection, such as news reports, short movies or serials, speeches, talk shows, and other videos produced by educational channels. Since EL works best when students receive much comprehensible language, the students were suggested to adjust the video material selection to their level of

ability. Therefore, the students were not given any criteria of minimum video duration nor subtitles use.

To supplement the video watching activities, the students were also required to write weekly listening journals. In these journals, the students were required to write a short report that contained the video summary and their comments as well as reflections on the video. Also, they were encouraged to note down the newly-learned vocabulary obtained from the video. These journals were to be reported by students every week.

Different from the experimental group, the control group did not experience the EL program the same way as the other group did. Instead, the control group received standard instruction as written in the course syllabus. The researcher taught both classes who controlled the variations in instruction, lecture material, topic coverage, and tests.

Settings and Participants

This study was conducted in a private university in Yogyakarta, Indonesia, from February to May 2020. Since the nature of the setting assigns students to be naturally together in separated classes, it was impossible to select random samples for this study. Therefore, the cluster sampling method was used, as also suggested by Ary et al. (2010).

The sample of this study comprised of fifty-two students studying at the English Language Education Study Program (henceforth, ELESP). These students belonged to two different Intermediate Listening courses, which was a compulsory course for second-semester students. At this level, the students' language proficiency was approximately at the B1 level of CEFR. By the end of the course, they were expected to have a B2 level of listening proficiency. As all students enrolling in ELESP are prepared to be teachers, the participants were addressed as pre-service teachers in this study context.

Research Instruments and Data Collection Techniques

The instrument employed in this research was a pre-test and post-test adopted from the Cambridge English First 2 book (Cambridge English, 2016), which presents authentic examination papers for the Cambridge FCE (First Certificate in English) examination. This test is targeted at level B2 of the CEFR (Council of Europe, 2018). Therefore, this test was suitable for assessing the research participants who objected to reaching level B2 of CEFR at the end of the Intermediate Listening course. In addition, the items in this test were in line with the videos used in the EL program since the test questions were derived from authentic listening materials, such as daily conversations and monologues. The set of the test consisted of four parts with thirty questions in total. The first and the fourth parts were close-ended questions with multiple choices. The second part was a summary gap-fill exercise, while the third part was a matching exercise.

Data Analysis Technique

The quantitative data acquired from the pre-test and post-test were in the form of students' scores ranging from 0-100. Therefore, an independent sample t-test was performed to compare the mean pre-test and post-test scores from the two

groups. The independent sample T-test is considered the most appropriate analysis technique as "it is used to compare the mean score on some continuous variable, for two different groups of participants" (Pallant, 2011, p.239).

FINDINGS

This quasi-experimental study intends to see if there is a significant difference between the listening skill of pre-service teachers who receive a video-assisted EL program for one semester and those who do not. To answer the research question, the research participants were required to take a pre-test at the beginning of the program and a post-test at the end of the program. All participants who were pre-service teachers in both the experimental group (N=25) and the control group (N=27) were to take these tests.

The pre-test taken at the beginning of the semester was also aimed to ensure the homogeneity of participants' level of listening competence. To ensure the homogeneity of the participants' listening competence, the mean scores of the pre-test from the two groups were compared using an independent sample t-test. The result is presented in the following table.

Table 1. Comparison of the two groups' pre-test scores

		Groups			
		Control	*Experimental*	*t-value*	*p value (2-tailed)*
Pre-test	N	27	25	0.998	0.323
	M	27.0989	30.5996		
	SD	(13.59)	(11.68)		

From Table 1, it can be seen that the mean pre-test score of the control group was 27.1 (SD = 13.59), while the mean pre-test score of the experimental group was 30.6 (SD = 11.68). These pre-test score means were compared using an independent sample t-test. The independent sample t-test result showed no significant difference in scores between the control group and the experimental group's pre-test scores as the sig. value is p = 0.323, which was far higher than 0.05 (p > .05). In other words, it could be concluded that the participants in both groups had relatively the same level of listening competence before the research was conducted. Once the participants' competence level had been ensured to be homogenous, the study could be continued.

The experimental group then received instruction based on the video-assisted EL program, while the control group received regular listening instruction as written in the course syllabus. Finally, after approximately 14 weeks of implementing the video-assisted EL program to the experimental group, an evaluation was conducted on both the control and experimental groups using a post-test. Table 2 displays the summary of the scores from both the experimental and the control groups.

Table 2. Descriptive statistics of pre-test and post-test scores of both groups

	Pre-test			Post-test		
Group	*N*	*Mean*	*SD*	*N*	*Mean*	*SD*
Experimental	25	30.5996	11.68546	25	51.8664	22.99596
Control	27	27.0989	13.59181	27	46.7281	25.94511

A descriptive statistics analysis indicated an increase in the mean scores of the experimental group, from 30.6 (SD = 11.685) to 51.86 (SD = 22.996). Similarly, the control group also experienced an increase from the pre-test (M = 27.099, SD = 13.59) and the post-test (M = 46.73, SD = 25.945). The descriptive statistics show that the experimental group demonstrated a higher difference score (D = 21.27) than the control group (D = 19.63). Despite this finding, inferential statistics needs to be performed to answer whether or not there is a significant difference between the listening skill of students who receive a video-assisted EL program for one semester and those who receive regular instructions.

Next, to test the hypothesis, the post-test scores from both the control and experimental group were compared using an independent sample t-test. This test was performed to prove whether or not there is a significant difference in pre-service teachers' listening skills after the implementation of the video-assisted EL program. The following table shows the result of the independent sample t-test.

Table 3. Comparison of the two groups' post-test scores

| | | Groups | | | |
		Control	*Experimental*	*t-value*	*p value (2-tailed)*
Post-test	N	27	25	0.757	0.453
	M	46.728	51.8664		
	SD	25.945	22.996		

As seen in Table 3, the students in the experimental group scored slightly higher than the students in the control group on the listening post-test. However, the independent t-test result showed that this score difference was not large enough to be statistically significant (t = 0.757, p >.05). This result indicated that although the experimental group outperformed the control group in terms of listening skills, their mean score was not significantly different from the control group's mean score. Therefore, it can be concluded that the research hypothesis cannot be accepted.

DISCUSSION

The advent of the internet and technology has provided ease for EFL learners to access abundant, authentic English listening materials in the form of videos. These authentic materials allow EFL learners to gain ample language input to enhance their language proficiency in general and listening skills in particular. Besides, authentic materials are believed to bring learners closer to reality since they present real language used in real-world situations (Primadona & Prastiyowati, 2018). This excellent learning potential allowed by the abundantly available videos on the internet inspired this research.

The present quasi-experimental study findings show that both control and experimental groups experienced progress in their listening skills, as indicated by the pre-test and post-test results. In addition, the result of the descriptive statistics suggests that the experimental group gained a slightly higher difference score (D) compared to the control group, which means that the experimental group slightly outperformed the control group in terms of the listening score. However, the difference was not statistically significant, as indicated by the independent sample t-test. In other words, the students who practiced video-assisted EL throughout the

semester achieved similar improvement to the students who received regular, syllabus-based listening instruction.

This study result that contradicts the findings of some previous studies (e.g., Le & Pham, 2020; Metruk, 2018) urges the researcher to do further analysis. The unforeseen shift to the emergency online learning format due to the Covid-19 pandemic might have influenced the non-significant contribution of the EL program. As mentioned earlier, this research was carried out from February to May 2020. Meanwhile, as we are all aware, in mid-March 2020, the Covid-19 pandemic struck Indonesia, and all forms of learning were shifted to the online mode. The video-assisted EL program in this study was no exception. Initially, this EL program was designed for an offline classroom format where students would have real interactions to report their personal EL experiences and results every week. However, the EL program might not have been carried out and given an impact optimally to the students because of the abrupt change of situation.

The EL program that continued to be implemented amid the emergency online learning format might have been one factor that hindered it from contributing significantly to students' listening skill improvement. The initial design of the video-assisted EL program required students to take turns to report their EL results and experiences either to the class or to peers. However, in the online class, the inability to conduct weekly virtual meetings due to network and funding issues had caused the program to be carried out ineffectively. Despite this, in the second half of the semester which was conducted online, the students were still encouraged to perform EL practices facilitated with authentic videos and asynchronously write weekly journals. Besides, the students were also still required to submit their journaling results twice, i.e., mid-semester and end of the semester. However, it was not easy to ensure students' consistency in practicing EL every week. Moreover, the synchronous reporting and discussion that should have taken place could not be carried out properly due to the limitations of synchronous interactions in the emergency online learning settings.

Carter and Rice (2020) argued that one of the success factors of online learning is students' self-regulated learning (henceforth SRL) ability. This SRL is consistently supported in traditional classroom settings, one of which is through teachers' presence and assistance (Ley & Young, 2001). However, in the emergency online classroom taking place in the early stage of the pandemic, this support might have drastically diminished, which probably contributed to the moderation of students' SRL. Consequently, the low SRL might have impeded students from achieving optimal listening skill improvements. This analysis is in accordance with Lem's (2019) and Yabukoshi's (2018) research findings, suggesting that students' level of SRL is likely to have associations with students' listening proficiency improvement outside the classroom.

CONCLUSION

This study results indicated no significant difference between the listening skill of pre-service teachers who received a video-assisted EL program for one semester and those who received regular instructions. Thus, the empirical evidence instigated from this research does not resonate with the existing literature. There could be some factors that cause this research not to achieve the intended result.

One of them is that the teaching and learning process was forcibly shifted to the online mode due to the Covid-19 pandemic. This had caused the video-assisted EL program to be implemented in a non-ideal situation. The exemplary implementation of the video-assisted EL program should provide learners with a series of structured activities, i.e., routine listening practice through viewing authentic videos, writing listening journals, and delivering weekly reports in class. However, the emergency online learning format had limited the overall implementation of the video-assisted EL program.

The treatment of EL in this study context might not have proven to improve students' listening skills significantly due to a number of limitations. However, considering that the typical in-class listening instruction is rooted in intensive listening, which focuses on comprehension check and strategy training (Pamuji et al., 2019; Renandya & Farrell, 2011; Widodo & Rozak, 2016), it would be reasonably worthy to design and implement an EL program that is more relevant and well-adjusted to online learning context and necessities.

REFERENCES
Alm, A. (2013). Extensive listening 2.0 with foreign language podcasts. *Innovation in Language Learning and Teaching*, *7*(3), 266–280. https://doi.org/10.1080/17501229.2013.836207
Ary, D., Jacobs, L., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Belmont, Canada: Wadsworth CENGAGE Learning.
Azizinia, H., Sadeghoghli, H., & Mohebkhah, V. (2017). A study of English listening comprehension improvement via product- vs. process-oriented tactics: The case study of Shiraz EFL learners. *International Journal of Research in English Education*, *2*(3), 22–31. https://doi.org/10.18869/acadpub.ijree.2.3.22
Bidabadi, F. S., & Yamat, H. (2014). Strategies employed by Iranian EFL freshman university students in extensive listening: a qualitative research. *International Journal of Qualitative Studies in Education*, *27*(1), 23–41. https://doi.org/10.1080/09518398.2012.737042
Cambridge English. (2016). *Cambridge English FIRST 2 with answers*. Cambridge: Cambridge University Press.
Carter, R. A., & Rice, M. (2020). Self-regulated learning in online learning environments : strategies for remote learning. *Information and Learning Sciences*, *121*(5), 321–329. https://doi.org/10.1108/ILS-04-2020-0114
Chang, A. C. S., & Millett, S. (2014). The effect of extensive listening on developing L2 listening fluency: Some hard evidence. *ELT Journal*, *68*(1), 31–40. https://doi.org/10.1093/elt/cct052
Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors*. Cambridge: Cambridge University Press.
Gonulal, T. (2020). Improving listening skills with Extensive Listening using podcasts and vodcasts. *International Journal of Contemporary Educational Research*, *7*, 311–320.
Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. *Teflin Journal*, *30*(2), 237–256. https://doi.org/10.15639/teflinjournal.v30i2/237-256

Kazu, H., & Demiralp, D. (2017). Comparison of critical listening proficiency of teacher candidates in terms of several variables. *Eurasian Journal of Educational Research*, *68*, 81–95.

Le, T. Van, & Pham, S. K. (2020). The effects of extensive listening on Vietnamese students' listening skills. *Indonesian TESOL Journal*, *2*(1), 1–14. https://doi.org/10.24256/itj.v2i1.1246

Lem, N. C. (2019). Self-regulated Learning and its relation to Vietnamese EFL Learners' L2 listening achievement. *VNU Journal of Foreign Studies*, *35*(4), 60–74.

Ley, K., & Young, D. B. (2001). Instructional principles for self-regulation. *Educational Technology Research and Development*, *49*(2), 93–103.

Mahmudah, M. (2014). *The implementation of Extensive Listening and its effect on the students' listening skill*. Universitas Pendidikan Indonesia.

Metruk, R. (2018). Extensive listening practice of EFL learners with authentic English videos. *Teaching English with Technology*, *18*(4), 3–19.

Nugroho, D. Y. (2020). EAP students' perceptions of Extensive Listening. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(1), 95. https://doi.org/10.31002/metathesis.v4i1.2296

Pallant, J. (2011). *SPSS Survival manual: A step by step guide to data analysis using SPSS* (4th ed.). NSW: Allen & Unwin.

Pamuji, K. D., Waring, R., & Kurniawan, E. (2019). EFL teachers' experiences in developing L2 proficiency through extensive listening. *Teflin Journal*, *30*(2), 257–273. https://doi.org/10.15639/teflinjournal.v30i2/257-273

Prastiyowati, S. (2019). Anxiety on students' listening comprehension in university students in Malang. *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics*, *6*(1), 65–77. Retrieved from https://ejournal.umm.ac.id/index.php/celtic/article/view/8758/6670

Primadona, Y., & Prastiyowati, S. (2018). An analysis of authentic material used in teaching English at SD Puri Asah Dasar Avesiena Green School Malang. *CELTIC: A Journal of Culture, English Language Teaching, Literature & Linguistics*, *5*(2), 67–74. Retrieved from https://ejournal.umm.ac.id/index.php/celtic/article/view/7622/6274

Renandya, W. (2012). The tape is too fast. *Modern English Teacher*, *21*(3), 5–9.

Renandya, W. A., & Farrell, T. S. C. (2011). "Teacher, the tape is too fast!" Extensive listening in ELT. *ELT Journal*, *65*(1), 52–59. https://doi.org/10.1093/elt/ccq015

Renandya, W. A., & Jacobs, G. M. (2016). *Extensive Reading and Listening in the L2 Classroom*. 97–110. https://doi.org/10.1007/978-3-319-38834-2_8

Sholihah, F. A., Permadi, M. B., & Umamah, A. (2018). Blended learning and Extensive Listening : a promising collaboration to enhance listening skill. *ELT-Echo, No.2*, *Vol.3*(2018), 88–96.

Takaesu, A. (2015). TED Talks as an Extensive Listening resource for EAP students. In *Language Education in Asia* (Vol. 5). https://doi.org/10.5746/leia/14/v5/i2/a04/chan

Vandergrift, L., & Goh, C. C. M. (2012). Teaching and learning second language listening: Metacognition in action. *Teaching and Learning Second Language Listening: Metacognition in Action*, 1–316.

https://doi.org/10.4324/9780203843376

Widodo, H. P., & Rozak, R. R. (2016). Engaging student teachers in collaborative and reflective online video-assisted extensive listening in an Indonesian initial teacher education (ITE) context. *Electronic Journal of Foreign Language Teaching*, *13*(2), 229–244.

Yabukoshi, T. (2018). Self-regulation and self-efficacy for the improvement of listening proficiency outside the classroom. *Language Learning Journal*, *49*(1), 27–40. https://doi.org/10.1080/09571736.2018.1472626

Yeldham, M. (2016). Approaches to L2 listening instruction. *The European Journal of Applied Linguistics and TEFL*, *5*(2), 31–43.

Yonezawa, M., & Ware, J. L. (2008). Examining extensive listening. *JALT 2007 Conference Proceedings*, 1255–1271.

CYBERBULLYING IN MOVIE *CYBERBULLY*: AN ANALYSIS FROM THE PSYCHOLOGICAL PERSPECTIVE

Nine Febrie Novitasari*, Nadya Irma Aggriny Hia
Universitas Abdurachman Saleh Situbondo, Indonesia

ABSTRACT
The development of technology, including Internet, has raised the number of cyberbullying. Social media is on where cyberbullying commonly occurs as most of its users are teenagers. This current research tried to analyse the phenomena of cyberbullying on a movie entitled Cyberbully. This movie is centered to the main character, Casey, whose computer got hacked, and she got bullied by an anonymous hacker. The objectives of this research were to find the types of cyberbullying the main character suffered from, and the effects of cyberbullying the main character experienced. The results show the types of cyberbullying appearing in the movie are harassment, denigration, impersonation, outing and trickery, and cyberstalking with the latter dominating. Meanwhile, the effects of cyberbullying found were increased emotional distress, lowered self-esteem, isolation and withdrawal, and indulging in harmful habits with isolation withdrawal as the most dominant one. From the results, it can be concluded that how someone's id, ego, and superego work is related to the defense mechanism performed. In this movie, the main character shows her dominant personality sistem, that is super ego as she made decisions based on morals and judgements about right and wrong, and her decisions were based more on moral values. Besides, people who are active in social media can provoke cyberbullying. The effects are very dangerous because they can damage the victim's mentality and even makes the victim a potential perpetrator. This actually is a warning for young people to see. Thus, the wise use of social media is advisable.

Keywords: *Cyberbullying; Movie; Psychoanalysis*

ABSTRAK
Perkembangan teknologi, termasuk Internet, telah meningkatkan jumlah kasus perundungan dunia maya*. Perundungan dunia maya paling sering ditemukan pada media sosial karena sebagian besar penggunanya adalah remaja. Penelitian ini mencoba menganalisis fenomena perundungan dunia maya dalam film berjudul Cyberbully. Film ini berpusat pada karakter utama, Casey, yang komputernya diretas dan dia dirundung oleh peretas anonim. Tujuan dari penelitian ini adalh untuk menemukan jenis perundungan dunia maya yang dialami oleh tokoh utama, dan akibat dari perundungan dunia maya yang dialami oleh tokoh utama. Hasil penelitian menunjukkan jenis perundungan dunia maya yang muncul dalam film ini meliputi pelecehan, fitnah, peniruan identitas, penyebaran rahasia dan tipu daya, dan penguntitan dunia maya sebagai yang paling dominan. Sementara itu, efek perundungan dunia maya yang ditemukan adalah peningkatan tekanan emosional, penurunan harga diri, isolasi dan penarikan diri, dan keterlibatan dalam kebiasaan berbahaya, di mana isolasi dan penarikan diri menjadi efek yang paling dominan. Dari hasil penelitian dapat disimpulkan bahwa cara kerja id, ego, dan superego seseorang berkaitan dengan mekanisme pertahanan yang dilakukan. Dalam film ini, pemeran utama menunjukkan sistem kepribadiannya yang dominan, yaitu superego yang mengambil keputusan berdasarkan akhlak dan penilaian tentang benar dan salah, dan keputusannya lebih didasarkan pada nilai-nilai moral. Selain itu, orang-orang yang aktif di media sosial dapat memancing terjadinya perundungan dunia maya. Dampaknya sangat berbahaya karena dapat merusak mental korban bahkan menjadikan korban sebagai calon pelaku. Ini sebenarnya adalah peringatan bagi kaum muda untuk melihatnya. Oleh karena itu, penggunaan media social secara bijak sangat disarankan.

Kata Kunci: *Cyberbully; Film; Psikoanalisis*

INTRODUCTION

The number of Internet users worldwide is almost 4.57 billion people. This encompasses 59 percent of the global population (Statista, 2020). The highest three countries that rank the list of active digital population are China, India, and the United States of which 4.57 billion is active Internet users, 4.2 billion is unique mobile Internet users, 3.81 billion is active social media users, and 3.76 billion is active mobile social media users. The number of worldwide Internet users in 2019 was 4.13 billion which means that in one year, there is an increase of 0.44 billion users of Internet (Clement, 2020).

Based on active Internet usage, social media is the most popular online. Nearly 60 percent of the world's population is already online, and the latest trends suggest that more than half of the world's total population will use social media by the middle of this year (Kemp, 2020). This statement is supported by Chaffey (2021) stating "53.6% of the world's population uses social media. The average daily usage is 2 hours and 25 minutes". Zamri et al. (2018) define social media as "an online interaction site where people interact to build, share and change their idea and comments regarding any information". The forms of social media are varied from blogs, discussion boards and chat rooms, e-mail to Social Networking Sites (SNS). Facebook, Twitter, Instagram, WhatsApp, and Snapchat are the top five of SNS (Gwena et al., 2018). Among other SNS, Facebook has been used by almost three quarters of Internet users, and seven in ten of them access the site every day (Alhabash & Ma, 2017). Further, Facebook is acknowledged as a modern, leading social network site as its users are wide-spread in all countries (Yousif, 2012), and is still the most popular social media in the world with 2.449 billion user accounts (Ramadhan, 2020).

Unfortunately, the high number of Internet users particularly SNS users is not without negative effects. The rapid development of technology indirectly changes our ways of functioning in society. Internet provides us conveniences, but at the same time exposes to and put our life more at risks (Li, 2010). Experts (Farhangpour et al., 2019; Mutma, 2019; Nurfarhanah et al., 2019; Rahayu, 2012) say we cannot deny the fact that the increasing number of Internet users also increases the number of cases of harassment in cyberspace which is known as cyberbullying, whereas if we look back a decade ago, cyberbullying did not even exist. Now that it has become ubiquitous, cyberbullying shows that the traditional form of bullying can occur in the virtual world.

The emergence of cyberbullying, according to Roth (2011) implies that there has been a change of interest of the perpetrators of cyberbullying on technology, as they see technology as a means that has power to control others. Then, Patchin and Hinduja (2014) define cyberbullying as "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices". Synthesizing from some definitions as the result of previous studies on cyberbullying, Slonje et al.(2012) conclude that "cyberbullying is a systematic abuse of power which occurs through the use of information and communication technologies (ICTs)". However, defining cyberbullying cannot be done only by looking at the surface. The nature of bullying needs to be taken into account to give the best definition of cyberbullying. Experts, according to Olweus (1993), divide the definition of cyberbullying into two classes: the one that involves a power imbalance between the perpetrator and the

target and the one that involves deliberate intent to hurt others repeatedly over time (Slonje et al., 2012). Emphasizes the existence of repetition and power imbalance in defining cyberbullying. He states that it is just simply a transformation of traditional bullying into a virtual form. As an addition, he sees the victim as "weak" which could be not only physical weakness but also psychological, and a power imbalance might be caused by rejection/popularity in peer group context. Meanwhile, it is difficult to find the similarities between cyberbullying and traditional bullying as the perpetrator has much more chances to hide their identity. The perpetrator of cyberbullying also does not need physical strength. What they need are anonymity and ICT skills (Chisholm, 2014; Patchin & Hinduja, 2014; Slonje et al., 2012; Ybarra & Mitchell, 2004). The anonymity allows the meanness of cyberbullying go unchecked (Vaillancourt et al., 2017). Further, it is easier to the perpetrator to engage in mean behaviours as they cannot see the reaction of the victim (Magliano, 2013). This is why cyberbullying is seen to be more perilous than traditional bullying as it can be perpetrated much faster and from a physically distant location.

Cyberbullying, according to Patchin and Hinduja (2014) has limitless impacts. Such a new kind of virtual bullying has caused a tidal wave of despair. How cyberbullying occurs through varied media in cyberspace has been elaborated by some experts (Johnson et al., 2016; Li, 2010; Patchin & Hinduja, 2014; Zamri et al., 2018). Since most of SNS users are teenagers, it is common to find the occurrence of cyberbullying in social media, such as Facebook, Twitter, and Instagram. Although SNS can give many benefits to their users, it undeniably has "dark side". Further, along with the increasing number of social media users, cyberbullying also occurs on blogs, e-mails, chatrooms, messengers, and text/digital image messaging via mobile devices. The bullying can involve religious, racial, sexual, or cultural bias issues.

Nancy Willard has conducted some research dealing with cyberbullying. Her research carefully studied many cases of cyberbullying that covered the causes, the effects, the potential victims, and the patterns how cyberbullying occured. She has conducted research with British, American, and Chinese children and teenagers who actively used the Internet as the samples. From her research, Willard (2007) then divides cyberbullying into some forms: flaming, harassment, cyberstalking, denigration, masquerade, outing and trickery, and exclusion. Each type has its own characteristics.

a. Flaming: sending vulgar and rude messages to a person in private or to an online group. A longer series of such messages is called a "flame war and is usually carried out in chat groups on social media such as sending pictures that are intended to insult the intended person.

b. Harassment: sending offensive messages to a person repeatedly. Harassing messages are generally sent through personal communication channels, including e-mail, instant messaging, and text messaging.

c. Cyberstalking: harassment that includes threats of harm or is highly intimidating; engaging in other online activities that make a person afraid of his/her safety.

d. Denigration is done by damaging someone's reputation or friendship by posting rumours or untrue things about a person.

e. Masquerade/impersonation: pretending to be someone else and posting/sending materials that make a person look bad and put him/her in danger. Masquerade/impersonation occurs when the cyberbully gains the ability to impersonate the target and post material that reflects badly on the target or interferes with the target's friendship. This may occur in the target's personal web page, profile, blog, or through any form of communication.

f. Outing and trickery: posting or sending materials about a person that contains sensitive, private, or embarrassing information that includes forwarding images or private messages. Trickery can also occur as part of outing. An innocent target can be tricked into revealing secrets or embarrassing information and then is shared online.

g. Exclusion: intentionally and specifically exclude a person from an online group. Exclusion is related to the designation of who is a member of the in-group and who is an outcast. As anyone who has been associated with teens knows, the boundaries of who is a member of the in-group and who is designated an outcast can change with mercurial speed.

The nature of literature in cyberbullying that is mainly descriptive makes it unable to clearly focus on explaining the causes of cyberbullying (Veenstra, 2011). However, studies have signified that the number of cyberbullying cases has increased greatly. The causes are commonly multiple and complex (Magliano, 2013). However; it is still clear that the perpetrators do cyberbullying because they have certain motives to do so (Nurfarhanah et al., 2019). Further, Pandie and Weismann (2016) describe some potential motives of cyberbullying.

a. Resentment/revenge
Basically, cyberbullying is the covert of psychological bullying, so this becomes clear that the motives might be similar to the motives of traditional bullying (Smith et al., 2008). Gordon (2020) says "When kids have been bullied, they often seek revenge instead of coping with the situation in healthier ways". They feel justified with the revenge as they have been harassed and want the perpetrator(s) to feel what they have felt. This is supported by a survey conducted by Ybarra and Mitchell (2004) in which they hypothesized that "some victims of conventional bullying may use the internet to attack others, in a form of compensation or revenge that is less dangerous to them than face-to-face attack". That is why such victims of traditional bullying have to hide their true identity, either by anonymous attacks or posing as someone else. This also proves that traditional bullies can be cyberbullies in the future.

b. Motivated offender
This motive is based on the routine activity theory proposed by Cohen and Felson (1979). Routine activity theory is generalized pattern of social activities that can trigger a certain situation to occur. This theory claims that a crime occurs because of three aspects: motivated offender, suitable target, and absence of capable guardians. The three must come together. The absence of one of the three can avoid any crime from happening. Thus, this implies that the routine activities in daily life done online including work and social media life gives more chances and exposures for criminals to lurk and plan a crime. The perpetrators have many opportunities to cyberbully their victims because

of the absence of capable guardians, such as police, responsible adults, surveillance cameras, or neighbour watch (Arntfield, 2015).

c.   Desire to be respected/ power-hungry

Cyberbullying can be an indicator of one's social status. Cyberbullies are usually power-hungry. Gordon (2020) says "Cyberbullies have a range of different motivations, but the general goal is to increase their own power by reducing the power of someone else". Usually the bullies want their victims to react, either negatively or positively. The examples of this group are the popular attractive girls at school who bully the ones they think unattractive or a gang of rich boys who bully the ones they think coke from "poor" families.

d.   Vengeful angel

The perpetrators usually commit cyberbullying to protect their friend(s). Both boys and girls can be "vengeful angels" by fighting against their bullies. Hence, the vengeful angels will not consider themselves bullies as they believe what they do is for the sake of friendship, to protect themselves from the bad people who victimize them.

e.   Mean girls

Such bullies usually cyberbully others because of some reasons such as to entertain themselves, to gain social status, and to show their jealousy of other people. This kind of cyberbullying motive can occur anywhere. However, the "mean girls" usually need audience(s) as the bystander(s), so they engage others to pass along messages filled with rumours, vote at cyber bashing sites, or other tactics to help spread humiliation (Overton, 2013). They want to show that they have power to bully other people. This motive of cyberbullying is the most immature type.

f.   Inadvertent cyberbullies

Inadvertent cyberbullies are those who do not think before clicking "send" button. They cyberbully without thinking about the impacts, for they do not intend to cause any harm. They usually respond and react to controversial messages or send cyberbullying communications (Overton, 2013).

Even though cyberbullying occurs using electronic means of communication, the effects can be felt in real life. So far, cyberbullying has been correlated to multiple maladaptive outcomes and impacts, whether they are emotional, psychological, or behavioural. The impacts can be so psychologically calamitous and vary from the short-term to the long-term ones, such as the feeling of anger, sadness, and depression Patchin and Hinduja (2014) damage on victim's mental health and academic career (Myers & Cowie, 2019) and psychosocial and emotional imbalance that lead to social anxiety (Martínez-Monteagudo et al., 2020). These research have shown that the effects of cyberbullying can range from effects on mental health to effects on well-being. Considering that cyberbullying can be very devastating. Darrin (2017) classifies the effects. She made the classification to ease distinguishing the traits of the sufferers.

a.   Increased emotional distress

Having to experience cyberbullying can of course increase anger, frustrations, and sadness in the act of its victim. People who suffer from cyberbullying are often not the happy type and in most cases they try to pass their aggressions on little things. Usually they find it hard to see why people have a negative

point of view about them. In the process of trying hard to be the person that is loved by the world they might eventually lose their personal identity.

b.   Lowered self-esteem

Having a large amount of people who dislike you might trigger a sense of low self-esteem in you. You might feel unloved and feel that there is something other people have but you do not. In most cases, we have seen people suffer from a high rate of low self-esteem because of their experience from cyberbullying which has created more harm than good in the way they see themselves.

c.   Isolation and withdrawal

Being a victim of cyberbullying might start making you believe that the point of view of people about you are true which can make you feel isolated and start detaching from family and friends. They might start feeling that they are not loved and the little people who try to show them love. The victims of cyberbullying might feel that people only pity them which lead to the feeling of being isolated and often withdrawn w from people around them.

d.   Indulging in harmful habits

Often times majority of people who have suffered from cyberbullying often result to taking a hard drug to ease their pain and the moment pain from their fans which can be very harmful to their health. Sometimes they do crazy stuffs just because they feel sad.

Some research have shown that bullying mostly occurs among children and adolescent, particularly in school setting (Debevec, 2011). Much attention has been given to male students who are considered to be more aggressive than female students. However, some other researches have revealed that female students were aggressive in a different manner than their male counterparts for the most part. Scholastic Parents Staff (2020) implies a similar statement that says girls are equally aggressive but are in different methods. The difference of boy and girl's aggressiveness lies on how they act it. Boys show aggressiveness by physical behaviour, such as hitting or kicking, while girls show aggressiveness by more elusive expressions. Such expressions shown by girls involve passive aggression, relational aggression, or social aggression, like gossiping or spreading rumours. This explains why the higher frequencies are found on social networking sites and instant messages (Gustafsson, 2014). Concerning the issue, some works examined whether gender played a role in cyberbullying. They have revealed inconsistent results when involve gender differences in general online use and cyberbullying in particular. The results depend on the study features, such as modality of cyberbullying and region of samples and the methodological issues, such as measurement of cyberbullying behaviours, self-report rather than behavioural data (Chisholm, 2014; Sun et al., 2016).

Research focusing on specific types of cyberbullying are rarely conducted, yet we still can find other research that examine the forms of cyberbullying on social media as done by Sartana and Afriyeni (2017). They reported that cyberbullying (that are mostly on Facebook, SMS, and Instagram) occurs in varied form, ranging from mockery, slander, threat, to gossip. Van Hee et al. (2018) divide cyberbullying into two types: direct and indirect cyberbullying. Direct cyberbullying usually has the victims directly involved (e.g.; excluding the victims from an online group or

sending the victims files with viruses), while indirect cyberbullying usually occurs without the victims being aware of it (e.g.; spreading gossip, creating a hate speech on social media). Almost in all cyberbullying cases, the victims said that the impacts of cyberbullying were much worse than the impacts of traditional bullying. Whatever the impact is, research show that any form of cyberbullying always attacks, intimidates, harasses, and embarrasses the victims psychologically even to the level that it cannot be cured and ends in a suicide attempt (Cowie, 2013; Duverge, 2015; Extremera et al., 2018; Farhangpour et al., 2019; Mirsky & Omar, 2015; Ortega et al., 2012; and Tolia, 2016).

Even though it is quite tricky to see the thin line between traditional bullying and cyberbullying because of the difficulties in the criteria of repetition and power imbalance, there is a consensus which satisfies the two criteria: an aggressive behaviour. The discussion about both traditional bullying and cyberbullying works under Freud's psychoanalytic theory that guides psychoanalysis. Freud divides human's mind into three parts: conscious, preconscious, and unconscious. The psychoanalytic theory puts a great emphasis on the role of unconscious psychological conflicts in shaping human's behaviour and personality. Psychoanalytic theory has undergone some alterations since Freud's work. In 1923, Freud suggested personality theory, a refinement of his original ideas about consciousness and unconsciousness. This is a more structured model of the mind. The theory insinuates that human behaviour is the result of the three component parts of the mind: the id, ego, and superego (McLeod, 2017). "These three personality systems are mutually related and form the totality and behaviour of humans which is nothing but the product of the interaction of the three" (Sari et al., 2019). How the three personality sistems relate to each other is described and divided by into three classes: (1) personality system that only seeks pleasure is dominated by the id, (2) the healthy personality sistem is dominated by ego, and (3) guilt-ridden or inferiority complex that is dominated by the superego.

However, if the demands of these three elements become too much for the ego to deal with, what may occur is the feeling of anxiety. Kelland (2020) explained that anxiety is a signal that there is some approaching danger. He adds that even if the underlying cause begins with the id or superego, only the ego that can experience anxiety. Freud (in Prastiyowati, 2019) defines anxiety as unpleasant feeling associated with experience, physiology, and behaviours.

To reduce the tension of anxiety, humans do a system called defense mechanism. Defense mechanism are psychological strategies used unconsciously to protect a person from anxiety that arises from unacceptable thoughts or feelings (McLeod, 2017). Freud (1966) developed and elaborated the ideas on the types of defense mechanism. In her book, she divides defense mechanism into ten types: denial, displacement, repression and suppression, sublimation, projection, intellectualization, rationalization, regression, reaction formation, and isolation.

We can find the examples of studies on human' personalities through literary works under the psychoanalysis approach. Psychoanalysis is one of literary criticisms that concern with human's behaviour (Sirly & Novitasari, 2017). Besides, Garuba (2020) argues that "psychoanalysis critical method by which characters' dispositions can be analysed in relation to motivating factors or influences". "Psychoanalysis started from the medical profession and spread in other fields of

study and finally permeated literary studies as one of the different approaches to literature" (Hossain, 2017). Even though psychoanalysis has been one of the most debatable critical approaches to literature and is the least welcomed by the readers, the approach has become one of the mechanisms to discover of a literary text's hidden meaning. In addition to that, psychoanalysis also helps the readers explore the instinctive combination of a writer's personality. A literary work usually reflects author's own neuroses that convey his/her hidden unconscious desires and anxieties. One form of literary works that is often used as a research object is movie.

This research analysed the types and the effects of cyberbullying in movie Cyberbully. The story was centred to Casey, a school girl who liked using social media and was active on Twitter, blog, Facebook, Snapchat, and Skype. Casey was forced by a computer hacker to do his bidding, and if she refused, the hacker would reveal a compromise of her photo to the public. The hacker activated a screamer on her computer, caught her off guard, took control of the webcam, and started to communicate with Casey in a computer-generated voice. The hacker then revealed a series of nude photographs that Casey took of herself and threated to post them online.

Several studies on cyberbullying, particularly on how they relate to psychological aspects, have been conducted by accomodating some different theories. Baker and Tanrikulu (2010) examined cyberbullying experienced by Turkish secondary school children related to their age and gender, and what depressive symptoms shown both by the bully and the victim. Their quantitative research used The Cyber Bullying Scale and The Children's Depression Inventory as the research instruments. Pandie and Weismann (2016) conducted a research on cyberbullying with the same concern with Baker and Tanrikulu's; that was to analyse the impacts of cyberbullying on both the bully and the victim. The research was conducted by means of a survey to measure the correlated variables. Quite similar to Pandjie and Weissman, Peled (2019) also used survey method to analyse the influence of cyberbullying on undergraduate students' academic, social, and emotional development.

In addition to that, movie Cyberbully was used as the source of the data, for it has a different storyline from other movies on cyberbullying. Different from other movies studied (Hapsari, 2016; Panjaitan, 2020), the perpetrator in movie Cyberbully is anonymous. The audiences should be able to guess how Casey, the main character, is related to other characters. The movie brilliantly leads the audiences' mind to read who the actual bully in the movie is. The open ending leaves the audiences analyzing the reasons why the cyberbulling occurs and how it affects the characters in the movie.

As the number of the Internet users is increasing, it is important that they be mindful of the wise use of social media. Despite its many benefits, social media can have negative impacts if not used properly. Teenagers, as the most users of social media, have a higher chance to become both the prepetrators and the victims of cyberbullying. This is because they are physically and emotionally developing. Besides, socializing with people virtually can lead to cyberbullying because people tend to show their characteristics that are different from their characteristics in the real life.

Considering the issues mentioned previously, this research tried to study the types and the impacts of cyberbullying on its victims. Taking into account the results of the previous studies, this paper presents how cyberbullying stands under the umbrella of psychoanalysis. The main character' behaviors and the movie screenwriter's personality were analysed to discover the character' psychological condition.

METHOD

The data in this descriptive qualitative research are in the form of utterances and behaviours indicating the types and effects of cyberbullying experienced by Casey, the main character. Data collection was done by watching the movie and noting down the utterances indicating cyberbullying involving Casey as the victim and screen capturing the scenes depicting the impacts of cyberbullying on Casey. To analyse the types of cyberbullying, the researcher used the theory proposed by Willard (2007) while to analyse the effects, the researcher used Darrin's 2017) theory. Since this research uses psychoanalysis theory as its underlying approach, the data were validated using theory triangulation. What is meant by theory triangulation is where the final result (information) of qualitative research is compared with relevant theoretical perspectives to avoid biasing individual researchers on the findings or conclusions drawn (Turner & Turner, 2009). Here, the data were compared with other theoretical perspectives to create the final judgement on the main character's psychological condition.

FINDINGS

After watching the movie, the types of cyberbullying found in the movie were harassment, denigration, impersonation, outing and trickery, and cyberstalking. The most dominant type of cyberbullying that appears is cyberstalking (10 times). Flaming and exclusion did not occur in the movie. Meanwhile, the effects found were increased emotional distress, lowered self-esteem, isolation and withdrawal, and indulging in harmful habits with isolation withdrawal as the most dominant effect that appears. Table 1 shows the frequency of the types and effects of cyberbullying involving Casey, the main character found in the movie.

Table 1. Results

No	Type	Frequency	Effect of Cyberbullying			
			Lowered self esteem	Increased emotional distress	Isolation withdrawal	Indulging harmful habit
1.	harassment	2	2	-	-	-
2.	denigration	2	1	1	-	-
3.	impersonation	1	-	1	-	-
4.	outing and trikery	4	1	3	-	-
5.	cyber stalking	10	-	2	5	3

Harrasment

Datum: "You're stupid, ugly bitch"

Context of situation : The hacker sent a rude message to Casey. The hacker was angry because Casey pilled out the anti-depressant pills she had consumed. Casey consumed anti-depressant pills as she felt unloved and thought that she did not have what others had.

The utterances "You're stupid, ugly bitch" was said by the anonimous hacker to Casey through a personal communication channel. Here we can see that "stupid" and "ugly bitch" are negative words that are used to insult others. Insulting others using bad words is included into harassment. The message the hacker sent made Casey feel lowered self –esteem even more.

Here Casey spilled out the pills to show her reaction against the hacker. This behavior was shown because her superego drove her mind to start showing her resistance. Casey had thought of neglecting her id (that strived her to get free as soon as possible). To protect herself from the anxiety she had fought, Casey calmly went to the bathroom, took a towel, went back to her bedroom, and cleaned her vomit on the carpet. This form of defense mechanism was called displacement.

Denigration

*Datum: "I guess it's no surprise Casey Jacobs is on Antidepressant. I spent one night with her and it f***** deppresed me."*

Contex of situation   : The utterance is Nathan's status on Twitter. Megan noticed Nathan's status for Casey on Skype. Nathan was Casey ex-boyfriend. He hated Casey for breaking up with him, so he mocked Casey on his status. This action is a form of cyberbullying. Nathan did bullying to Casey by sending a status on his Twitter. He did it on purpose to intimidate Casey in social media.

This kind of cyberbullying is called denigration. This is a denigration because Nathan mocked Casey's ugliness on Internet by saying "I spent one night with her and it f***** depressed me". He damaged her reputation. The effect of this cyberbullying is lowered self-esteem. Casey felt unloved, sad, and embarrassed to see Nathan's status.

To tweet revenge Nathan, Casey asked her friend, Alex to hack Nathan's account. This shows that Casey's id controlled her unconsious mind. Casey's intention to ask her tech savvy friend, implies that she could use her power to something less powerful (Nathan).

Impersonation

Datum : Casey : "I know you're not Alex, so you can stop now."
*   Hacker: "If you want to hack someone, who would you pretend to be?"*

Context of situation : The hacker pretended to be Alex and sent a message to Casey on Twitter. Casey wrote a message to the hacker who pretended to be Alex, Casey's

classmate. The utterance *"I know you're not Alex, so you can stop now"* was uttered by Casey because Casey knew he was not Alex. Alex could not possibly know about the funny English teacher in the class. Therefore, the hacker pretended to be Alex and sent a message to Casey so that she replied Nathan's status and the hacker said, *"If you want to hack someone, who would you pretend to be ?"*. The hacker made Casey confused.

This type of cyberbullying is impersonation. It happened when someone pretends to be someone else. In this case, the hacker pretended to be Alex by using Alex's photo on his Twitter account. From the case, it made Casey angry and sad. Meanwhile, feelings of anger and sadness is one of criteria of the effects of cyberbullying, that is increased emotional distress.

The conversation made Casey more furious, knowing that she could not guess who the hacker was. She typed with rude language, forcing the hacker to reveal his/her identity. This was when her id conquered her unconscious mind. What casey only waned was to reveal the identity of the hacker and stop the bully she got.

Outing and Trikery

Datum : *Hacker : "We're going to need some more photographs."*
   Casey : "Leave Megan out of this."
   Hacker : "Take one pill, or it gets tweeted, from your account!
     Time's up!

Context of situation : The hacker sent a nude photo of Megan from Casey's twitter account. The hacker persuaded Casey to get more photos of Megan and threatened Casey to take the medicine, but Casey was silent. Therefore, the hacker immediately spread Megan's naked photo on Twitter using Casey's Twitter account.

This is an example of outing and trikery because the hacker tried to persuade Casey to get someone else's personal photos and spreading them. Hence, Casey felt angry and sad. Meanwhile, feeling angry and sad is one criteria of increased emotional distress. Anger and sadness can be seen in Casey's expression when the hacker spread Megan's naked photo.

Casey who remained silent was a form of defense mechanism she did to show that she almost gave up confronting with the hacker. She did this in hope that the hacker would stop the torture. This form of defense mechanism is called identification with agressor. Her id was slowly neglected, and replaced with the ego.

Cyberstalking

Datum:
"Sit down"
"Put the phone down Casey"
"OMG! Not out there!!"

Context of situation : The hacker intimidated Casey using a webcam on Casey's laptop. He ordered Casey to sit down.

The utterances were messages from a hacker who intimidated Casey. He knew what Casey did in her room through webcam on Casey's laptop. He asked Casey to sit down and put the phone down. Casey looked out of the window from which the hacker said *"OMG! Not out there!"* then Casey looked at the webcam on her laptop. Casey was shocked, confused, and scared.

From this case, what the hacker ordered Casey to do scared and intimidated her. Thus, this case belongs to cyberstalking. The effect of this cyberbullying is isolation withdrawal because it made Casey scared, isolated, and detached from her family and friends.

This part was the first scene when Casey knew her computer was being hacked. She was still analyzing what had happened. She tried to shut the computer down to stop the threat immediately. This is one form of how her id worked. Shutting down the computer was thought to be effective to stop the stressor, as Casey thought it was simply a random prankster.

There are many cases of cyberbullying on the Internet, especially in this era when social media such as Twitter, Facebook, and Instagram are widely used. In this case, Casey became a victim of cyberbullying on the Internet precisely on Twitter. A hacker hacked Casey's laptop. Based on the result of the research, the researcher found five types of cyberbullying and four types of effects of cyberbullying. The dominant type of cyberbullying is cyberstalking. It was indicated by the hackers who repeatedly sent dangerous threats or intimidating messages using electronic communication media that create harmful effects on other person. In this case, the hacker hacked some Twitter accounts to intimidate Casey. He threatened Casey by spreading her naked photos online. The hacker said that he would spread those photos if Casey refused what the hacker asked. He asked for three things: first, Casey had to confess that she was a bully, second, Casey should admit that she killed Jennifer Li, and third, Casey had to make amends.

Less frequently types of cyber bullying found is impersonation which is indicated by someone who is pretending to be someone else and sending messages or bad statuses online. In this case, the hacker only pretended to be someone else at the beginning of the story. He pretended to be Casey's friend named Alex. He wanted Casey to reply his ex-boyfriend's bad words. The Hacker helped Casey hack her ex-boyfrined, Nathan's account.

Other types of cyberbullying found in this research were harassment, denigration, outing and trickery. Harassment is indicated by repeated, ongoing sending of offensive messages to an individual target. Denigration is indicated by mocking someone's ugliness on the Internet with the intention of damaging someone's reputation. In this case, Nathan mocked Casey on his Twitter status. Outing and trickery is indicated by spreading other people's secrets, or personal photos of other people and persuading someone else to get a secret or personal photo of that person. In this case, the hacker persuaded Casey to say Casey had more naked photos of Megan and the hacker would try to spread the photos on the Internet.

Then, the effect of cyberbullying mostly experienced by Casey is increased emotional distress because Casey felt anger, frustration, and sadness because of the hacker's act. In this case, Casey was a character who felt a lot of anger, frustration, and sadness because the hacker always threatened Casey to follow all his requests,

which made Casey depressed in that situation. Casey often shouted and cried because of this.

Further, another effect of cyberbullying experienced by Casey is indulging harmful habit. Here Casey actually did not want to take any medicine, she was only forced by the hacker so that Casey took anti-depressant medication to excess. Other effects of cyber bullying found in this research were lowered self-esteem and isolation withdrawal.

Lowered self-esteem was also experienced by Casey. She felt unloved, sad, and embarrassed because the hacker knew Casey had a secret video of his friend. Casey also felt isolation withdrawal because she experienced fear. In this case, Casey was scared because the hacker threatened to spread her naked photos which made her scared. Casey did not want her family and friends to know about this. Hence, she shut herself up in his room at that time.

DISCUSSION

At first, we the viewers might feel pity on Casey for being bullied by her ex boyfriend who posted negative statement about her on his Twitter account. Here we could see that a social media network like Twittter can be used as a means to cyberbully others. This is in line with what (Johnson et al., 2016), (Li, 2010), (Patchin & Hinduja, 2014), and (Zamri et al., 2018) say about how cyberbully occurs on social network. The existence of advanced technology, as explained by Roth (2011) has changed some people's point of view as they think technology has a power to control others. This is what really influential dealing with why cyberbullying occurs. People's inability to use techmology wisely, and the chance to be anonymous on social media allow such people, the perpetrators to harras others.

Besides, we can also see from this movie that the causes of cyberbullying is quite difficult to explain because of its nature Veenstra (2011). The causes why Casey was cyberbullied were quite unclear because until the end of the movie, we are not told about the real identity of the hacker. The audiences are not given explicitly the particular reasons why the hacker hacked Casey's laptop and cyberbullied her. However, some scenes indicate that resentment is one of the causes. The bully showed some past videos of people taking suicide because of things Casey did to them. They were the victims of bullying Casey did to them previously. The hacker who bullied Casey, might be the vengeful angel who wanted to take a revenge to Casey. This was done as they wanted to protect themselves. Casey herself, who was once a bully according to the hacker, did not realize that her past deeds led her to becoming a victim of cyberbully. However, these theories cannot be considered true since the identity of the hacker was not revealed until the movie ends. Casey's victims, who were all female students, is also one interesting topic to be discussed. Some literatures correlate online behavior and gender. They say that girls tend to engage in passive aggression, relational aggression, or social aggression that extends into their online behavior, such as excluding someone from a social network and spreading rumors (Simmons, 2003); (Underwood, 2003). Here, we may analyze that the hacker was also a female, and she wanted to take a revenge to Casey by acting as a vengeful angel.

The effects, though, are so clear. From the data analysis, it was found out that the effect of cyberbullying mostly experienced by Casey is increased emotional

distress as she felt anger, frustration, and sadness. As mentioned by Darrin (2017) people who suffer from increased emotional distress are often not the happy type, and in most cases they try to pass their aggressions on little things. In the movie we can see that Casey passed her aggresion on her father by yelling at him and trying break her computer. By doing such things, cyberbully victims hopes their suffering can be reduced, and the psychological impacts on themselves can be lowered. Eventhough the effects of cyberbulyying are less harmful than bullying occuring in-person, still, we cannot neglect them since the case of cybersuicide is mushrooming. How the victims of cyberbullying feel about the harrasment has shifted. They are now more in control. However, this can be a doubled-edge sword. The more ignorant the victims of cyberbullying feel, the higher possibilities they become bullies in the future.

Confining to be filmed in Casey's bedroom for the entire piece, Ben Chanan and David Lobatto, the screenwriters of this movie succesfully bring up the audiences to a form of thrilling situation. The plot is immensely intense, complicated, and somewhat thought provoking. Casey's reactions which were shown by how she reacted to the hacker, slowly open up the causes of the cyberbullying she thinks she is experiencing. Ben Chanan and David Lobatto managed to make a plot twist in this film by creating a strong paradox in which the audiences become aware of the fact that Casey, the character they have supported emotionally from the beginning, can be said to be the same as the bully. Casey arguably was as guilty as her bully.

To give the sense of authenticity, Ben Chanan consulted his daughter and Maisie Williams, who plays the role as Casey to read the movie script, remove, and straighten out anything that felt fake (Jones, 2015). His fatherly concern on online bullying made him turn the real-life stories about cyberbully into a script. Here, having David Lobatto as his co-writer, Ben Chanan tries to show very human stories in the process. Besides telling the very true life fact that people out there will react negatively to material on the Internet, this movie also shows a very true warning about the phenomenon of cyberbullying. The movie shooting process that took place in complete real time shows how quick things could happen.

The movie starts with a casual scene where Casey was Skyping with her best friend. However, the scripts slowly shows Casey's mood crashes. Her good mood is ruined, knowing that her ex boyfriend, Nathan tweeted bad things about her. Referring to the theory on psychoanalysis by Freud (in Feist & Feist, 2008), Casey's id started to drive her instinctive, unconscious mind to take a revenge to Nathan. She thinks it is the only way she can take him down. However, in only an hour of screen time, the plot ignites an impressive amount on tension. Opened from the perspective of web-cams and pop-up screens, Casey had been experiencing many emotional disruption. The music she could not control, the laptop she could not shut down, and even the constant "boing" and "bleep" sounds of instant messages and notifications were enough to drive her crazy. The Sine-wave displayed on Casey's computer screen that depicted the anonymous hacker made Casey guess who the real hacker was. Having being confronted with an anonymous hacker who claimed him/herself as a vengeful angel, Casey had to suffer psychologically. Knowing that the hacker showed that she had committed many sins by bullying some people in her past, Casey started to feel anxious. Until the end of the movie, the audiences

could see that Casey was experiencing three kinds of anxiety: realistic anxiety, neurotic anxiety, and moralictis anxiety Freud (in Feist & Feist, 2008). Casey's behaviors when experiencing the anxiety, and how she reacted and responded as a form of defense mechanism are clearly shown in the movie.

The fear Casey felt by not knowing who the hacker was was a form of realistic anxiety. This kind of anxiety is typically related to something unpleasant that occurs. Casey started to feel in danger. Someone out there was threating her, making her feel uneasy and think what she had done to deserve the threat. Casey felt nervous. She was experiencing neurotic anxiety. Even though such a feeling is in ego, it is rooted in the impuls of id. Then, the hacker deliberately attacked Casey by showing her the pictures and videos prooving that Casey was a bully. Because of this, Casey who was at first thought that she was the cyberbullying victim, felt hit so hard. A guilt started to creep in her mind. As moralitic anxiety is derived from the conflict between the ego and the superego, it can arise as a result of failure to prove consistently with what is morally right. The guilt made Casey's comfort life turn upside down in a very short time. What she thought was right at the beginning, turned out to be a counter attack to her.

Because of an excessive fear or anxiety, sometimes the ego is forced to take extreme measures to eliminate or reduce the tension. This is called defense mechanism (Suryabrata, 2012). To protect herself from feelings of anxiety and guilts, Casey showed some forms of defense mechanism, such as denial and displacement. The examples of denial she did were screaming and yelling at the laptop, saying that her friends would know that she would not betray them. She tried to persuade herself that her bestfriends would not badmouth nor post bad things online about her like what the hacker said. Another example is when the hacker showed her the videos of some girls who were being ridiculed by Casey o the Internet. She thought it was a normal thing as everyone does that, too. She actually started to feel guilty after watching the videos but kept denying it by saying that the girls she ridiculed were bulies at school. Casey showed some forms of displacement. Knowing that she was the cause of some cyber suicide, Casey poured her anger and unacceptable thought on her father. This is in line with what Freud (in McLeod, 2017) defines about displacement. According to Freud, "if a situation is just too much to handle, the person may respond by refusing to perceive it or by denying that it exist." However, at the end, Casey decided to end her confrontation against the hacker by shutting her computer down. Casey's id strived her to escape from the hacker, but her conscience and ideal ego forced her to do the opposite. Deciding to escape from the hacker meant that she had to see her friends and family's life being hacked, too. Her superego finally helped her win the war against the hacker. As explained by Freud (in Feist & Feist, 2008), superego develops based on morals and judgments about right and wrong. Casey's decision to ignore the hacker and shut her computer down was done based on moral values. Casey realized that the hacker cannot control her life. Even though she has been told that she was actually a bully to others, she did not want to sacrifice her precious family and friends to one anonymous hacker.

From the previous discussion, it can be deduced that id, ego, and superego is related to each other and quite impossible to disconnect their effects to human's behavior. In the cyberbullying case, it can be seen how id strived the person (Casey)

to reach her need, but then due to the bullying, the ego started to control her mind to save herself. However, the superego finally worked as a bridge between the id and the ego as it concerns more on logic and morality. To protect herself from certain thoughts or feelings related to internal conflicts and outer stressors, Casey showed some defense mechanism. This shows that Casey is a normal human whose unconscious mind is more vulnerable to negatively charged emotional input, such as that pertaining to anxiety and sadness (Bowins, 2021). Having been cornered by the hacker made Casey's maturing process grow quickly. The abusive messages, the accuses of being a bully, and the threat to kill her lighted up the changes taking place in Casey's characteristics. These changes affected how Casey displayed her defense mechanism. Even if Casey's behaviors in dealing with the hacker are predictable, it is quite surprising that at the end she chose to end the war by shutting down her computer and ignoring the hacker instead of keeping on trying to figure out who the hacker really was.

In relation to the topic of bullying, there have been some research conducted to study cyberbullying with different variables. Baker and Tanrikulu (2010) conducted a research and the result reveals that there is a momentous relation effect between age and gender on cyberbullying experiences; however, it has nothing to do with becoming a cyber-victim. Then, a research conducted by Pandie and Weismann(2016) disclosed that the higher the perpetrator's reactive behaviour is, the higher the victim's reactive behaviour will be, and the lower the reactive behaviour of the perpetrator is, the lower the reactive behaviour of cyberbullying victims will be. The last one, Peled (2019) analysed the influence of cyberbullying on undergraduate students' academic, social, and emotional development, and found out that gender, religion, and sexual preferences have significant influences on the victim's academic, social, and emotional development. There is a thin line that connects the result of the previous research and the result of this research. The perpetrator's behavior affect the victim's behavior. The more provoking the behavior of the perpetrator is, the worse reaction given by the victim is. The Internet cruelly, indirectly gives anyone the same, unlimited chance to be a bully to others, despite their different gender, academic background, or emotional development. Giving bad comments, hate speeches, and any abusive messages to strangers has been considered normal by most teenagers as social media users. It is also interesting to see that sending abusive mesaages can give the senders a little excitement, even if it is temporary. Sadly, on the contrary, once these people become the victims, we can se that humans are so vulnerable against the Internet. This can be a warning for young people to see.

CONCLUSION

How someone's id, ego, and superego work is related to the defense mechanism performed. In this movie, the main character (Casey) could wisely decide how to escape from the hacker without sacrificing her family and friend's life. Casey often compromised satisfaction to avoid negative consequences by neglecting the id (her need to be free from the hacker as soon as possible), and ego (sacrificing her family and friends' happiness). Furthermore, close to the end of the movie, Casey also often chose to avoid confrontation of any kind with the hacker. This shows her dominant personality sistem, that is superego. She made decisions based on morals

and judgements about right and wrong, and her decisions were based more on moral values. Cyberbully is a movie with psychological aspect. This is proven by the psychological disruption experienced by the Casey. Casey's behaviors that changed quite fast indicated that she experienced some pressure that led to the display of some forms of defense mechanism. Here, Ben Chanan and David Lobatto wanted to show the sigificant point when the main character, got the conflict between her id, ego, and superego to prove her loyalty to her family and friends.

In addition, it can be concluded that people who are active in social media can provoke cyberbullying. Therefore, it is very important to use social media wisely by not sharing personal things in social media. The researcher also found that the most common type of cyberbullying found is cyberstalking because this kind of cyberbullying can be easily carried out by anyone. The effects are very dangerous because it can damage the victim's mentality, and even makes the victim a potential perpetrator. Besides, this would have an impact on the victim's social life. Thus, this film wants to inform its viewers that cyberbullying has many negative impacts. However, the responsibility is ours as social media users. The researcher suggests avoiding cyberbullying by not responding, and not replying to it. To prevent this is by not posting our personal live too often and avoid posting strange contents.

REFERENCES

Alhabash, S., & Ma, M. (2017). A Tale of Four Platforms: Motivations and Uses of Facebook, Twitter, Instagram, and Snapchat Among College Students? *Social Media and Society*, *3*(1). https://doi.org/10.1177/2056305117691544

Arntfield, M. (2015). Toward a Cybervictimology: Cyberbullying, Routine Activities Theory, and the Anti-Sociality of Social Media. *Canadian Journal of Communication*, *40*, 371–388. https://www.cjc-online.ca/index.php/journal/article/view/2863/2609

Baker, Ö. E., & Tanrikulu, I. (2010). Psychological consequences of cyber bullying experiences among Turkish secondary school children. *Procedia Social and Behavioral Sciences*, *2*, 2771–2776. https://doi.org/10.1016/j.sbspro.2010.03.413

Bowins, B. (2021). Psychological defense mechanisms. *States and Processes for Mental Health*, *64*(1), 23–40. https://doi.org/10.1016/b978-0-323-85049-0.00003-9

Chaffey, D. (2021). *Global social media research summary 2021*. https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/

Chisholm, J. F. (2014). Review of the status of cyberbullying and cyberbullying prevention. *Journal of Information Systems Education*, *25*(1), 77–87.

Clement, J. (2020). *Global number of internet users 2005-2019*. https://www.statista.com/statistics/273018/number-of-internet-users-worldwide/

Cohen, L. E., & Felson, M. (1979). Social Change and Crime Rate Trends: A Routine Activity Approach. *American Sociological Review*, *44*(4), 588–608.

Cowie, H. (2013). Cyberbullying and its impact on young people's emotional health and well-being. *Psychiatrist*, *37*(5), 167–170. https://doi.org/10.1192/pb.bp.112.040840

Darrin. (2017). *The Psychological Effects of Cyber Bullying*. https://pvteyes.com/the-psychological-effects-of-cyber-bullying/

Debevec, T. M. (2011). *A Psychoanalytic Inquiry into Social Aggression as a Form of Bullying among Female Students*. Georgia Southern University.

Duverge, G. (2015). *Digital Threats: The Impact of Cyberbullying*.

https://www.tuw.edu/health/impact-of-cyberbullying/

Extremera, N., Quintana-Orts, C., Mérida-López, S., & Rey, L. (2018). Cyberbullying victimization, self-esteem and suicidal ideation in adolescence: Does emotional intelligence play a buffering role? *Frontiers in Psychology*, *9*(MAR), 1–9. https://doi.org/10.3389/fpsyg.2018.00367

Farhangpour, P., Maluleke, C., & Mutshaeni, H. N. (2019). Emotional and academic effects of cyberbullying on students in a rural high school in the Limpopo province, South Africa. *SA Journal of Information Management*, *21*(1), 1–8. https://doi.org/10.4102/sajim.v21i1.925

Feist, J., & Feist, G. J. (2008). *Theories of Personality* (sixth). McGraw-Hill.

Freud, A. (1966). *The Ego and the Mechanisms of Defence* (First). Routledge.

Garuba, I. O. (2020). Jung'S Psychological Types and Characterisation in Alex Laguma'S Literary Works. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 44. https://doi.org/10.22219/celtic.v7i1.11427

Gordon, S. (2020). *8 Motives Behind Why Kids Cyberbully*. https://www.verywellfamily.com/reasons-why-kids-cyberbully-others-460553

Gustafsson, E. (2014). Gender Differences in Cyberbullying Victimization among Adolescents in Europe. A Systematic Review. In *Geology* (Vol. 42, Issue 1). https://doi.org/10.1130/G34738.1

Gwena, C., Chinyamurindi, W. T., & Marange, C. (2018). Motives influencing Facebook usage as a social networking site: An empirical study using international students. *Acta Commercii*, *18*(1), 1–11. https://doi.org/10.4102/ac.v18i1.521

Hapsari, T. D. (2016). *the Influence of Bullying To Social Identity of Main Character in the Movie The Duff (2015)*.

Hossain, M. M. (2017). Psychoanalytic theory used in English literature: A descriptive study. *Global Journal of Human-Social Science: Linguistics & Education*, *17*(1), 41–46.

Johnson, L. D., Haralson, A., Batts, S., Brown, E., Collins, C., Travis, & Spencer, M. (2016). Cyberbullying on Social Media Among College Students. *Vistas Online*, 8. https://www.counseling.org/docs/default-source/vistas/article_03b0bf24f16116603abcacff0000bee5e7.pdf?sfvrsn=4

Jones, E. (2015). *Cyberbully, Channel4 - review: Maisie Williams single-handedly rises to the challenge*. https://www.independent.co.uk/arts-entertainment/tv/reviews/cyberbully-tv-review-thriller-was-rare-thing-show-connected-teens-and-oldsters-9981457.html

Kelland, M. D. (2020). 3.4: Structure of Personality. In *Psychosexual stages of development*. OpenStax CNX. https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_(Kelland)/03%3A_Sigmund_Freud/3.04%3A_Structure_of_Personality

Kemp, S. (2020). *DIGITAL 2020: 3.8 BILLION PEOPLE USE SOCIAL MEDIA*. https://wearesocial.com/blog/2020/01/digital-2020-3-8-billion-people-use-social-media

Li, Q. (2010). *Cyberbullying in High Schools : A Study of Students ' Behaviors and Beliefs about This New Phenomenon Cyberbullying in High Schools : A Study of Students ' Behaviors and Beliefs about*. *6771*(May). https://doi.org/10.1080/10926771003788979

Magliano, J. (2013). *Why Do Some Kids Cyberbully Others? Researchers are shedding light on online aggressors.* https://www.psychologytoday.com/us/blog/the-wide-wide-world-psychology/201304/why-do-some-kids-cyberbully-others

Martínez-Monteagudo, M. C., Delgado, B., Inglés, C. J., & Escortell, R. (2020). Cyberbullying and social anxiety: A latent class analysis among spanish adolescents. *International Journal of Environmental Research and Public Health*, *17*(2), 1–13. https://doi.org/10.3390/ijerph17020406

McLeod, S. (2017). *Id, Ego and Superego.* https://www.simplypsychology.org/psyche.html

Mirsky, E. L., & Omar, H. A. (2015). Cyberbullying in adolescents: The prevalence of mental disorders and suicidal behavior. *International Journal of Child and Adolescent Health*, *8*(1), 37–39. http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc12&NEWS=N&AN=2015-29454-005

Mutma, F. S. (2019). Deskripsi pemahaman cyberbullying di media sosial pada mahasiswa. *Komunikasi*, *XIII*(02), 165–182.

Myers, C. A., & Cowie, H. (2019). Cyberbullying across the lifespan of education: Issues and interventions from school to university. *International Journal of Environmental Research and Public Health*, *16*(7). https://doi.org/10.3390/ijerph16071217

Nurfarhanah, Afdal, Andriani, W., Syahniar, Mudjiran, Daharnis, & Zikra, Z. (2019). Analysis of the Causes of Cyberbullying: Preliminary Studies on Guidance and Counseling Media. *International Conference on Education Technology (ICoET 2019)*, *372*(ICoET), 300–306.

Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do* (First). Blackwell Publishing. https://books.google.co.id/books?id=0Fz1jD9paoQC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Ortega, R., Elipe, P., Mora-Merchán, J. A., Genta, M. L., Brighi, A., Guarini, A., Smith, P. K., Thompson, F., & Tippett, N. (2012). The Emotional Impact of Bullying and Cyberbullying on Victims: A European Cross-National Study. *Aggressive Behavior*, *38*(5), 342–356. https://doi.org/10.1002/ab.21440

Overton, C. (2013). *The 4 types of cyberbullies.* https://www.clickondetroit.com/family/2013/04/29/the-4-types-of-cyberbullies/

Pandie, M. M., & Weismann, I. T. J. (2016). Pengaruh Cyberbullying di Media Sosial terhadap Perilaku Reaktif sebagai pelaku maupun sebagai Korban Cyberbullying pada Siswa Kristen SMP Nasional Makassar. *Jaffray*, *14*(1), 43–62.

Panjaitan, I. N. O. (2020). *The Bullying of the Main Character in Cybebrully Movie According to Psychological Perspective* [STIBA Nusa Mandiri]. https://repository.nusamandiri.ac.id/index.php/repo/viewitem/12709

Patchin, J. W., & Hinduja, S. (2014). *Cyberbullying : Identification, prevention, & response* (Issue October).

Peled, Y. (2019). Cyberbullying and its in fl uence on academic , social , and emotional development of undergraduate students. *Heliyon*, *September 2018*, e01393. https://doi.org/10.1016/j.heliyon.2019.e01393

Prastiyowati, S. (2019). Anxiety on Students' Listening Comprehension in University Students in Malang. *A Journal of Culture English Language Teaching Literature & Linguistics*, *6*(1), 65–77. https://doi.org/10.22219/celticumm.vol6.no1.65-77

Rahayu, F. S. (2012). Cyberbullying sebagai dampak negatif penggunaan teknologi informasi. *Journal of Information System*, *8*(1), 22–31.

Ramadhan, B. (2020). *Ini Data Pengguna Internet di Seluruh Dunia Tahun 2020 Berdasarkan laporan Digital 2020 yang dilansir We Are Social dan Hootsuite.* https://teknoia.com/data-pengguna-internet-dunia-ac03abc7476

Roth, R. (2011). Psychological aspects of cyberbullying. *Journal of Learning Science*, *8*, 113–119. https://doi.org/http://doi.org/10.15027/36769

Sari, Y., Suwandi, S., & Wardani, N. E. (2019). Id, Ego, and Superego in the Main Character of Mata di Tanah Melus Novel by Okky Madasari. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, *2*(1), 99–109. https://doi.org/10.33258/birci.v2i1.154

Sartana, & Afriyeni, N. (2017). Perundungan Maya (Cyber Bullying) Pada Remaja Awal. *Journal Psikologis Insight*, *1*(1), 25–39. https://doi.org/https://doi.org/10.24156/jikk.2018.11.2.145

Scholastic Parents Staff. (2020). *Know the Signs of Social Aggression, a Form of Bullying.* https://www.scholastic.com/parents/family-life/social-emotional-learning/social-skills-for-kids/bullies-disguise.html

Simmons, R. (2003). *Odd Girl Out: The Hidden Culture of Aggression in Girls*. Harvest Books.

Sirly, N. A. W., & Novitasari, N. F. (2017). Bullying Portrayed in Mean Girls Movie: A Psychoanalysis. *Pioneer*, *09*(2), 130–140. https://unars.ac.id/ojs/index.php/pioneer/article/download/453/381

Slonje, R., Smith, P. K., & Frisén, A. (2012). Computers in Human Behavior The nature of cyberbullying , and strategies for prevention. *Computers in Human Behavior*.

Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Rushell, S., & Tippett, N. (2008). Cyberbullying: its nature and impact in secondary school pupils. *Journal of Child Psychology and Psychiatry*, *49*(4), 376–385. https://doi.org/10.111/j.1469-7610.2007.01846x

Statista. (2020). *Global digital population as of April 2020 (in billions).* https://www.statista.com/statistics/617136/digital-population-worldwide/

Sun, S., Fan, X., & Du, J. (2016). Cyberbullying Perpetration: A Meta-Analysis of Gender Differences. *International Journal of Internet Science*, *11*(1), 61–81.

Suryabrata, S. (2012). *Psikologi Kepribadian*. Raja Grafindo Persada.

Tolia, A. (2016). Cyberbullying : Psychological Effect on Children. *The International Journal of Indian Psychology*, *3*(2), 18–21.

Turner, P., & Turner, S. (2009). Triangulation In Practice. *Triangulation In Practice*, 1–13.

Underwood, M. K. (2003). *Social Agression Among Girls*. The Guilford Press.

Vaillancourt, T., Faris, R., & Mishna, F. (2017). Cyberbullying in Children and Youth: Implications for Health and Clinical Practice. *Canadian Journal of Psychiatry*, *62*(6), 368–373. https://doi.org/10.1177/0706743716684791

Van Hee, C., Jacobs, G., Emmery, C., DeSmet, B., Lefever, E., Verhoeven, B., De Pauw, G., Daelemans, W., & Hoste, V. (2018). Automatic detection of cyberbullying in social media text. *PLoS ONE*, *13*(10), 1–22. https://doi.org/10.1371/journal.pone.0203794

Veenstra, S. (2011). *Cyberbullying: an explanatory analysis*. *March 2009*, 1–70. https://www.politieacademie.nl/kennisenonderzoek/kennis/mediatheek/PDF/82738.pdf

Willard, N. (2007). Effectively Managing Internet Use Risks in Schools. *Online*, 1–19.

Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressor / targets , aggressors , and targets : a comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, *45*(7), 1308–1316.

Yousif, R. O. (2012). The Extent of Facebook Users' Interest in the Advertising Messages. *International Journal of Marketing Studies*, *4*(3). https://doi.org/10.5539/ijms.v4n3p122

Zamri, N. S., Zaihan, N. A., & Samat, M. F. (2018). A Review on Social Media Usage among Students. *Konvensyen Kebangsaan Pemimpin Pelajar*.

LITERATURE CIRCLES IN READING CLASS: STUDENTS' PARTICIPATION AND PERCEPTION

Novitasari*, Eka Listianing Rahayu, Bambang Suryanto
Politeknik Negeri Malang, Indonesia

ABSTRACT
Literature circles are methods to teach reading that aim to bring an enjoyable atmosphere to the class. It refers to a group of students who read the same book and discuss what they have read, with different roles being assigned to each member. It is believed that literature circles can promote the students' interest and help them get better reading comprehension. Therefore, literature circles are suitable to be implemented in reading classes in higher education. This study aims to investigate the students' participation and perception towards literature circles in reading class. The research was conducted in reading classes of D3 and D4 English Study Programs of Business Administration Department, State Polytechnic of Malang. The research participants were two classes consisting of 50 students. Questionnaires were used to collect data from the respondents. The data was then analysed using the descriptive quantitative method. The finding shows that the students actively participated in the literature circles and positively perceived it.

Keywords: *Literature circle; Participation; Perception; Reading*

ABSTRAK
Literature circle merupakan salah satu metode pengajaran Reading yang bertujuan menciptakan suasana membaca yang menyenangkan di kelas. *Literature circle* merupakan sebuah aktivitas di mana mahasiswa membentuk grup untuk membaca buku yang sama dan mendiskusikan buku tersebut sesuai dengan peran yang telah ditugaskan ke setiap anggota grup. Dalam beberapa penelitian, aktivitas *literature circle* menunjukkan hasil yang positif dalam meningkatkan minat baca dan pemahaman mahasiswa terhadap teks bacaan. Dengan demikian, *literature circle* dianggap sesuai untuk diterapkan di kelas Reading, terutama di level pendidikan tinggi. Penelitian ini bertujuan untuk menginvestigasi partisipasi dan persepsi mahasiswa terhadap *literature circle* di kelas Reading. Penelitian ini dilaksanakan di kelas Reading D3 dan D4 Prodi Bahasa Inggris Jurusan Adminitrasi Niaga, Politeknik Negeri Malang. Partisipan dalam penelitian ini terdiri dari 50 mahasiswa dari 2 kelas Reading. Pengumpulan data dilakukan melalui kuesioner dan dianalisis menggunakan metode deskriptif kuantitatif. Berdasarkan hasil penelitian, mahasiswa menunjukkan partisipasi aktif dalam *literature circle* serta persepsi positif terhadap aktivitas tersebut.

Kata Kunci: *Literature circle; Partisipasi; Persepsi; Reading*

INTRODUCTION

Reading is an essential skill that non-native speaking (NNS) learners or EFL students need to master, especially at the higher education level. Reading in the EFL class is one of the most important academic skills that enable students to learn new information about the subject and make interpretations with different perceptions. Reading is the means that allows them to synthesize and evaluate the information and also practice the higher-order thinking skills (HOTS). Reading facilitates the students to improve language proficiency or learn more about the subject matter.

However, despite the importance of reading, throughout the country, many English teachers are wrestling with the issue of why students lack the skills necessary to comprehend English texts. Many teachers struggle to have their students actually read the text. On the other side, most English language learners

describe reading as a tedious or demanding activity. The class's reading activity is mainly held by repeatedly reading long and dry academic texts without adapting them years after years. It requires students to finish the task assigned by the teacher and discuss it together. Since many students find reading a tedious activity, it will make them unmotivated to read. It may be the biggest reason why students are no longer reading the texts teachers assign. It is no wonder if the reading score will not be as good as teachers have previously expected and targeted at the end of the semester.

To make reading more exciting and practical, the first thing a reader must do is to read what they love. Literature works such as a novel, or short story will be exciting texts to read. They will give the best experience with enjoyment to gain a general understanding of what the readers read and offer authentic text that enables them to master the target language. Moreover, reading and analyzing literature is widely used to improve the students' level of English proficiency because it provides them with knowledge of the language itself and the culture of the English-speaking world.

Literature circles are learner-centered teaching methods that incorporate collaborative learning and independent reading, which must be included in current teaching concepts. It refers to a discussion group who read the same book, share their understanding, and discuss the text according to their roles. Every student has a role in the discussion, such as a leader, a summarizer, a connector, etc. This method is believed to develop reading skills in understanding the text and fostering students' interest in reading. Above all, teachers have too much power in reading class: choose the text, design the course, and give test or exam. By implementing literature circles, teachers may bring the power back to students to independently choose, organize, and assess their progress.

Many studies have shown that literature circles in the classroom gave students a particular benefit. A study conducted by Coccia (2015) shows that literature can improve comprehension of the text through peer discussions to hold students accountable for their learning and understanding of the text at hand. Noah (2018) also states that students had good perceptions of the literature circle as an activity. It helped them gain more understanding of the literature component instead of the usual chalk and talk method. Other than that, literature circles help sharpen the students' four skills of reading, writing, listening, and speaking and generate confidence in presenting their ideas to a group.

Literature circles were implemented in this study to address the lack of students' interest in reading and improve English proficiency. Therefore, this study investigates the students' participation and perception towards reading as a result of the implementation of literature circles in the class. Personal responses are valuable resources to evaluate the implementation of the literature circles.

A study conducted by Central Connecticut University in 2016 revealed that Indonesia ranked 60th out of 61 countries in reading interest. The study shows that reading has not been a cultural habit among Indonesians despite the available infrastructure and reading access.

Similarly, when asked about how many books they have read or how often they usually read, many students responded that they have read a handful of books and said that reading is not part of their habit. Indeed, reading can be tedious, especially

when students are involved in a repetitive reading activity. With this fact, it is deemed necessary to promote an exciting activity to encourage students to read more, not because it is an order or assignment but because it can be a fun activity.

Stout (2018) attempted to use literature circles to create an enjoyable reading atmosphere, which encourages lifelong reading and develops students' Higher Order Thinking Skills (HOTS). Stout (2018) incorporated literature circles in his English Integrated skills course to teach EFL students in a university in Japan. Using a fiction text, students were assigned different roles, including a Word Tracker, a Profiler, a Fact Finder, and a Chief Detective. The students' English level varied greatly from A2 to B2 level, although the majority was in B2 or intermediate levels. Learners in this level require support to complete the assignment, and therefore collaborative learning using this activity is useful (Graham-Marr & Pellowe, 2016). Indeed, working in groups during a reading task is beneficial for students because they can assist each other in understanding both the task and the assignment. This is in line with finding a recent study on group reading by Hamdani (2020), which revealed that the students comprehend the reading text well when they shared ideas among the group members and helped each other while completing the reading task.

Previously, Subandini (2012) investigated the implementation of Literature Circle in Indonesian language classes. The class used a historical fiction book, and the students worked in groups. Each had different roles, such as a Facilitator, a Summarizer, a Connector, an Illustrator, and a Vocabulary Enricher. Following the discussion during Literature Circle, each student was required to make a speech about a specific event & the characters in the book. Through this activity, students improved their speaking skills through discussion & speech performance. The subsequent research in the following years also shows positive results and suggests that Literature Circle is effective for students' language acquisition (Graham-Marr, 2015; Maher, 2013a; Maher, 2013b).

As a means of group discussion, literature circles adopt both a communicative approach and task-based language teaching in that it allows students to interact with other students in completing the task. In terms of reading, literature circles focus primarily on students' roles rather than the teacher or text. Also, instead of being the center of the activity, the teacher acts as a facilitator to assist the students in the discussion (Stout, 2018). The teacher can also provide feedback for each role after the literature circle so the students know what worked well and what could be improved in their performance, or whether or not they performed the roles based on the role sheet. Aisyah and Wicaksono (2020) argued that teachers' feedback makes the students more active during the learning process.

With different roles assigned to each student, it will give each member of the discussion a clearly laid out reason to read (Shelton-strong, 2012). Interestingly, the roles assigned in literature circles can be modified or adapted based on student needs and context. Other roles can include a Discussion leader, a Summarizer, a Word Master, a Connector, a Culture Collector, and a Passage Person (Daniels, 2002; Furr, 2004; Kevin Maher, 2015; Shelton-strong, 2012), which will be adopted in this current study.

Perception is an essential factor capable of influencing how people respond to a particular condition as it will be a summary assessment of an object of thinking (Bohner & Wänke, 2002). In the learning context, students' perceptions affect

attitudes that can trigger behavioral changes in the classroom (Bohner & Wänke, 2002). More importantly, the way students perceive classroom instruction influences their motivation (Sweet et al., 1996). Indeed, it is paramount that students have positive perceptions toward their own learning as it affects their learning motivation, which likely improves their achievement.

Subandini (2012) identified students' perception of the literature circle through journal books, in which the students jotted down their feelings and opinions about the literature circle activity. Following the journal entry, the students were interviewed and asked about what they had written. Both the journal entry and interview results showed that the students enjoyed the literature circle since the activity allowed them to express their opinion and at the same time learn from others. Besides, the students mentioned that they could understand the reading materials more easily and became more curious learners. It is supported by Stout (2018), who states that through discussion in literature circles, students see the text from different perspectives and even learn to comprehend a difficult text, even though the text might be above their current levels.

In line with previous findings, a study conducted by Noah (2018) found that students displayed positive reactions to literature circles as they were able to learn in an enjoyable situation and share their ideas and opinions freely. In this study, the students were involved in three literature circles throughout the semester. At the beginning of the activity, it was observed that students only showed lower-order thinking skills (LOTS). However, as they progressed to the following literature circle, they showed significant improvement in their learning and displayed higher-order thinking skills (HOTS).

The previous studies mentioned above revealed that most students positively perceive literature circles in their language classes. Both Subandini (2012) and Noah (2018) used a personal journal to elicit student responses, resulting in positive reactions among students. Stout (2018) also mentioned positive behavior in students who engaged in collaborative learning during the literature circle.

Literature circles have been conducted in various ways, adopting different roles and methods to best suit different needs and settings. Within this present study, the literature circle is conducted by adapting previous studies and best practices. Among others are Daniels (2002), Schoonmaker (2014), and Stout (2018).

The literature circle provides students with freedom and flexibility. For instance, students can make their own groups, decide their own roles, and choose a book they like to read. This way, students will be more motivated to read and discuss it later with their group. In this case, the literature circle combines independent and collaborative tasks (Daniels, 2002; Schoonmaker, 2014). First, they read independently while keeping a record of their reading progress and completing a role sheet. After that, they discuss what they have read and analyzed together with their group. Keeping a record of their reading progress provides them with a guide for their reading and discussion to be more familiar with their roles and more responsible for their reading task (Stout, 2018).

The use of online resources and activities also adds to the benefit of the literature circle. Schoonmaker (2014) used online reading circle activities and interactions and suggest that the use of technology in the literature circle "provides

a boost to learner agency." In this current study, the literature circle is conducted online by adopting both synchronous and asynchronous learning. The former is used by the students to exchange information, monitor their own reading progress, or even ask questions about their book or reading. On the other hand, the latter is where they discuss and "showcase" their analysis based on the assigned role. This way, students have autonomy in their learning and, at the same time, benefit from working collaboratively with their peers, which can increase their motivation for second language reading (Grabe, 2009).

With students becoming agents- the ones with the most active role- teachers mainly act as facilitators during the literature circle. The teacher facilitates the discussion and not teaches specific material or skills (Daniels, 2002). This role "assignment" allows the students to have more autonomy but, at the same time, get scaffolding, which resonates with Vygotsky's Zone of Proximal Development or ZPD (Maher, 2015).

Although this is a more independent activity, the evaluation remains vital. Teachers and students are both responsible for the evaluation. The teacher evaluates through observation during the discussion activity. At the same time, the students carry out a self-evaluation at the end of the activities. Involving the students in the evaluation encourages them to be more responsible for their learning and allows them to think, write, and talk evaluatively about their goals, roles, experiences, and performances in the literature circle (Daniels, 2002).

The graph below highlights the essential facets of this literature circle discussed above.

Students decide the member of the group	Each group chooses a book to read	Students completes a reading progress and role sheet
The literature circle utilizes online resources and activities	The teacher serves as a facilitator	Evaluation is by teacher and self-evaluation
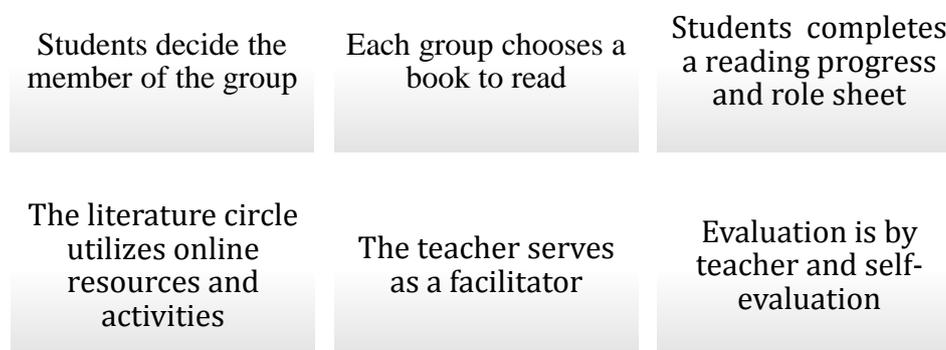
Figure 1. Essential Facets of the Literature Circle

METHOD

This study aims to identify the students' perception towards literature circles in reading class. To achieve this goal, this study used descriptive quantitative research because it tried to describe the students' perception toward the implementation of Literature Circle in Reading class. Below is the research design of this study.
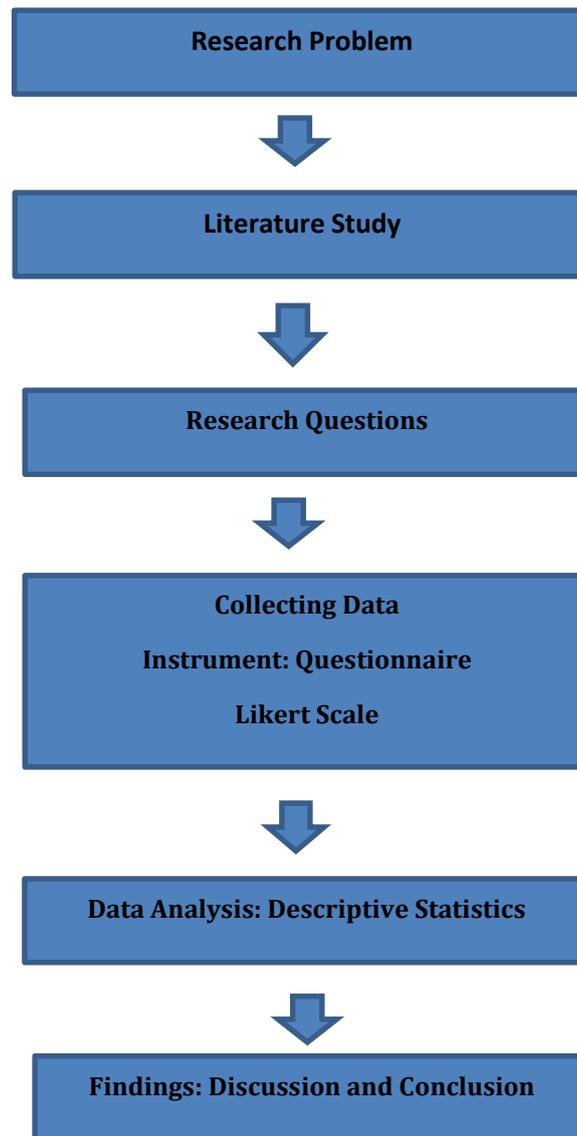
Figure 2. Research Design

The research was conducted at the English Department of State Polytechnic of Malang. The particular class chosen for this research was two classes, one class from D3 of the English department, while another class was from D4 of the English Department. The total number of participants involved in this research was 50 students.

This research had initially had 3 data instruments, an observation checklist, questionnaire, and interview. However, the researchers changed the plan and decided to use one instrument only (questionnaire) due to Covid-19. It was based on some considerations, such as the limitation of time and place to conduct the meeting in the actual class, so the meeting was finally transformed into an online class.

The questionnaire was used to gather a general view from the students regarding some aspects of the literature circle. It is a mixed-type questionnaire that consists of 20 closed questions and four open questions to get in-depth answers from respondents. The closed questionnaire contains some statements about students' perception toward Literature Circle start from the beginning until the meeting. It uses a Likert scale, ranging from 4 (strongly agree) to 1 (strongly disagree). Meanwhile, the closed questionnaire contains some questions asking more detailed information about some statements before. The respondents could answer in short answer or essay.

This research was conducted using mixed methods in two phases. First, quantitative data were collected through a questionnaire survey to explore various students' perceptions of the literature circles' implementation in their language classrooms. To distribute a questionnaire in the main study, *Google Forms* presented multiple ways of sharing the actual form. The simplest way was to provide a link to the participants. The researcher copied the link provided and pasted it where the participants would be able to access it (e.g., email, *LMS*, *WhatsApp*, etc.). The responses were then immediately documented into a spreadsheet.

Descriptive statistics were used to analyze data by describing data without making a generalization. The data were presented in the form of a table, graphic, and pie chart. Mean and percentages were used to analyze the data of the participants. The quantitative data obtained from the questionnaire were analyzed by Microsoft Office Excel. The responses to the researcher's survey were automatically collected by *Google Forms* with real-time response information and chart and then analyzed using Microsoft Office Excel.

FINDINGS

The literature circle meeting was held in two classes, namely in class D3 English Program and D4 English for Business Communication and professional in Business Administration Department. Due to Covid 19, all campuses were required to apply long-distance learning, so the learning process was conducted online. Clearly, the pandemic affected the implementation of the research. The literature circle meeting was conducted through a Zoom meeting. Zoom meeting is an online video conference for meetings that has a host and participants. Every student installed a Zoom meeting application and joined the room with a link provided by the lecturer.

Before the meeting, the lecturer explained to the students about literature circles and students' roles and motivated them to participate in that activity. First of all, the students were grouped into 4-5 groups in each class. They were given a chance to choose their own book and consult the lectures. The students had one month to finish reading the book. Every student had a role in the discussion, and they took part in the discussion based on their role. Some groups decided and chose their roles, but there were some groups who made a lottery to choose their role to make it fair. There were 6-7 roles in one group, depending on the number of students. The roles were discussion leader, summarizer, passage person, connector, culture collector, word master, and illustrator. The students were asked to fill the role sheet in their group and submit it after the discussion ended.

At the end of the discussion, the students filled out the questionnaire

distributed through a google form. The questionnaire was distributed and filled out by 49 students consisting of 28 students from D3 and 21 students from D4. The results of the questionnaire are shown below.

Students' Preparation

Before having literature circles, students need to do some preparation. They had to read the novel based on pages assigned by lectures. A role sheet must be accomplished as well while reading the novel. They also kept a note of their reading progress. To find out how much their preparation, the questionnaire was distributed. There are four statements that can be used as an indicator of students' preparedness. The following is the result of students' responses related to their preparation for literature circles.

Table 1. Students' Preparation for Literature Circle

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I was well prepared for literature circle.		4.1%	46.9%	49%
2. I read the assigned pages thoroughly.		4.1%	49%	46.9%
3. I completed the literature circle role sheets on time	4.1%	4.1%	8.2%	83.7%
4. I kept a note of my reading progress.		8.2%	32.7%	59.2%

The table shows some statements asking about students' preparation in literature circles before having a literature circles discussion. About 47% of students agree, and 49% strongly agree that they are already well prepared for literature circles. Most students stated that they read the novel's pages thoroughly (49% of students agree, and 46.9 % strongly agree).

The student preparation was also shown from how they used the time to complete the role sheet, in which the majority (83.7%) said that they completed it on time before the discussion. While reading, 59.2% of students kept a note for their reading progress. From the four statements in the questioner, it can be concluded that most of all students have a good preparation before having literature circles. They completed reading the novel and the role sheets and always managed their reading progress.

Student's Participation

After having preparation, the students must perform in literature circles discussion. Students' participation is significant in literature circles; students should actively participate in literature circles to make the discussion run well. Every student should perform their role in the discussion and be actively involved in the discussion. The following is the students' response related to their participation in the literature circles.

Table 2. Students' Participation in Literature Circle

Statement	Response			
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I shared my ideas and offered my suggestions	4.1%	18.4%	49%	28.6%
2. I answered others' questions confidently.	4.1%	14.3%	46.9%	34.7%
3. I encouraged others to participate and respond to my explanation	4.1%	16.3%	51%	28.6%
4. I remained on topic and helped the group stay focused.	6.1%	26.5%	36.7%	30.6%
5. I listened to others courteously and effectively	2%	6.1%	18.4%	73.5%
6. I summarized or repeated my ideas when necessary.	2%	12.2%	51%	34.7%
7. I performed my role well based on the instructions on the role sheet	2%	8.2%	34.7%	55.1%

From table 4.2, it can be seen that most of the students took part in the literature circle meeting. 49% of students agreed that they shared ideas, and about 46.9% of students answered questions asked by their friends. Students also encourage the other friends to participate (51 %). When the literature circle was running, 73.5% of students listened to others carefully. 51% of students also summarized their ideas when presenting their role, and 55% of students performed the role well based on the instruction and job description. From the findings, it can be concluded that students thought they had good involvement in the meeting.

Students' Perception

Most of the students believed that the literature circle is good for some reasons, especially in reading skills. The following is the result of the questionnaire.

From table 3, it was about 46.9% of students agreed and 49% of students Strongly Agreed that they already know about literature circles, and 67.3% of students understood different roles in the literature circle. They were motivated to read the book to perform in literature circles (53% Strongly Agreed). About 53.1% (strongly agree) of students believed that the literature circle improved their reading fluency and vocabulary mastery. It can be summarized that most students give a positive perception toward literature circles.

		Response			
	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
1.	I know what literature circle is		4.1%	46.9%	49%
2.	I understand different roles used in literature circle	2%	6.1%	24.5%	67.3%
3.	I am motivated to read my book to prepare for the literature circle		10.2%	36.7%	53.1%
4.	I like discussing books and characters with my peers through literature		10.2%	49%	40.8%
5.	I learn better when I am engaged in a literature circle.		10.2%	55.1%	34.7%
6.	Literature circle improves my reading comprehension skill (the ability to understand what you are reading)	2%	2%	34.7%	61.2%
7.	Literature circle gives me the opportunity to develop reading fluency (the ability to read a text accurately and quickly)	2%	4.1%	40.8%	53.1%
8.	Literature circle can improve my vocabulary mastery	2%	4.1%	26.5%	67.3%
9.	Literature circle is challenging but fun	4.1%	8.2%	57.1%	30.6%

Table 3. Students' Perception toward Literature Circle

DISCUSSION

Based on the findings, it is clear that students showed active participation and positive perceptions towards literature circles. It can be seen from their preparedness before presenting their roles in the literature circle, including the motivation to complete the role sheet on time and preparing a note to record their reading progress. There is no doubt that one perception influences how he carries out the task and completes the assignment (Bohner & Wänke, 2002; Sweet et al., 1996). The same case applies in this literature circle. When students have positive perceptions toward the literature circle, they manage to finish the task well and prepare the subsequent related task enjoyably. Also, and perhaps more importantly, when students perceive the task positively, they feel confident about their ability to complete the task successfully. In the case of this current study, the participants confessed that they managed to learn better, improve their comprehension skills, develop their reading fluency and improve their vocabulary mastery through literature circle. Evidently, learners who are involved in the literature circle often outperform those who read in the traditional method in terms of text comprehension (Thomas & Kim, 2019).

Surprisingly, the students' positive perception and high motivation to complete the reading task and join in the literature circles greatly impact their teamwork. Some of them mentioned that they were held accountable for how the literature circle worked, and therefore actively participated in the discussion and at the same time encouraged others to do the same. This is in line with Graham-Marr and Pellowe (2016) and Stout (2018), who mentioned that collaborative work is useful to optimize student learning and increase motivation. Indeed, the students appreciated the group work during the literature circle. Most students felt motivated to read books because they would discuss them with others. Besides, they enjoyed learning with their peers because they learned better. They believed they improved their reading skill and confidence by discussing what they read with others, which resonates with Shelton-Strong (2012). It is confirmed in a more recent study by Thomas and Kim (2019), which revealed that participation in a literature circle helped the participants comprehend the text better and build a connection with the assigned text as they were involved in group discussion and shared opinion with others.

Assigning roles to students is also a contributing factor that creates a positive atmosphere during the literature circle. The majority of participants mentioned that they were motivated to read because they have a specific role assigned to them. Besides, learners feel empowered and have a clear focus on what they do when they take roles (Widodo, 2015). Different roles assigned to each student also provide an opportunity for the students to be an expert on what they have read, which was evident in how the students prepared for their role and performed it well during the literature circle. It seems to be one of the motivating factors. The students had positive perceptions toward the literature circles because of their responsibility through different roles and the novelty of the activity (Stout, 2018; Subandini, 2012; Widodo, 2015).

CONCLUSION

The results of the study show that most of the students had positive perceptions toward literature circles. The perception was also displayed from their preparedness before performing in the online literature circle with their groups. Most of the participants also felt satisfied with their role & involvement in the literature circle.

The study on the literature circle method in teaching brings positive results. Thus, the English Study Program of Business Administration Department State Polytechnic of Malang can integrate this technique of using literature circles in the RPS (Semester Teaching Plan), especially for intermediate or advanced reading classes. The results bring some insight into English learning in State Polytechnic of Malang, not only for English Study Program but also for other departments because this new method has proven effective in getting students into the reading habit.

ACKNOWLEDGMENT

REFERENCES

Aisyah, P., & Wicaksono, B. (2020). The level of teacher's feedback : An EFL classroom discourse analysis. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(1), 1–13.

Bohner, G., & Wänke, M. (2002). *Attitudes and attitude change: social psychology*. Psychology Press.

Coccia, L. (2015). Literature circles and their improvement of comprehension. In *Fisher Digital Publications Education*.

Daniels, H. (2002). *Literature circles: voice and choice in book clubs and reading groups*. Stenhouse Publishers.

Furr, M. (2004). Literature circles for the EFL classroom introduction. *Proceedings of the 2003 TESOL Arabia Conference*.

Grabe, W. (2009). Reading in a second language: Moving from theory to practice. In *Ernst Klett Sprachen*.

Graham-Marr, A. (2015). Enhancing student schematic knowledge of culture through literature circles in a foreign language classroom. *Journal of Language and Cultural Education*, *3*(1). https://doi.org/10.1515/jolace-2015-0008

Graham-Marr, A., & Pellowe, W. (2016). Taking a literature circles approach to teach Academic English. *Journal of Language and Cultural Education*, *4*(1). https://doi.org/10.1515/jolace-2016-0011

Hamdani, B. (2020). Teaching reading through reciprocal teaching method. *A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 23–34.

Maher, K. (2013). Literature circles: Acquiring language through collaboration. *Proceedings of the Second World Congress on Extensive Reading*.

Maher, K. M. (2013). Neuroplasticity in the SLA classroom : learning. *JALT2012 Conference Proceedings*.

Maher, Kevin. (2015). EFL literature circles: Collaboratively acquiring language and meaning. *The Language Teacher*, *39*(4). https://doi.org/10.37546/jalttlt39.4-2

Noah, J. B. (2018a). Cultivating responses from students through literature circle. *International Journal of Research in English Education*, *3*(1).

Noah, J. B. (2018b). *Cultivating responses from students through literature circle* (Vol. 3, Issue 1). www.ijreeonline.com,

Schoonmaker, R. G. (2014). A blended learning approach to reading circles for English language learners. *University of Hawai ' i Second Language Studies*, *33*(1).

Shelton-strong, S. J. (2012). Literature circles in ELT. *ELT Journal*, *66*(2). https://doi.org/10.1093/elt/ccr049

Stout, M. (2018). Reading circles in the english language learning classroom. *外国語教育論集= STUDIES IN FOREIGN LANGUAGE EDUCATION*, *40*, 49–59.

Subandini, I. (2012). The implementation and student's perception of literature circle method at Bahasa Indonesia course in Sampoerna School of Education (SEE), Jakarta. *Prosiding Konferensi Internasional Kesusastraan*, 75. https://ublik.id/peran-sastra-dalam-pendidikan-karakter-anak-bangsa/

Sweet, A. P., Guthrie, J. T., & Ng, M. N. (1996). Teachers' perceptions and students'

literacy motivations. *National Reading Research Center*, *69*, 9–52.

Thomas, D. M., & Kim, J. K. (2019). Impact of literature circles in the developmental college classroom. *Journal of College Reading and Learning*, *49*(2). https://doi.org/10.1080/10790195.2019.1582371

Widodo, H. P. (2015). Engaging students in literature circles: vocational English reading programs. *The Asia-Pacific Education Researcher*, *25*(2), 347–359. https://doi.org/10.1007/s40299-015-0269-7
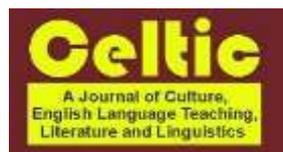
PARENTS' INVOLVEMENT AND ITS EFFECTS ON ENGLISH YOUNG LEARNERS' SELF- EFFICACY

Christiani Tiwi Sumanti*, Retno Muljani
Universitas Sanata Dharma, Indonesia

ABSTRACT

The research aimed to describe parents' involvement to support their children's self-efficacy development in learning English. As a descriptive qualitative study, the research employed observations on two primary school students of grade three, and interviewed their parents and teachers. A set of questions was formulated by the researcher to analyze the influence of parents on their self-efficacy in learning English at home. This study showed that parents' commitment has proven to encourage their children to learn English, and through the Zone of Proximal Development (ZPD) process and learning, particularly their encouragement at home makes the children developed their self-efficacy. Parental participation in English should be taken seriously, particularly in public schools, where there was only a minimum period to learn English at school. It was revealed that parents' involvement in the learning and acquisition of English by the children could contribute positively to their learning achievement and motivation.

Keywords: *Parent's involvement; English Young Learners; Self- efficacy*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan keterlibatan orang tua dalam mendukung pengembangan efikasi diri anak dalam belajar bahasa Inggris. Sebagai studi deskriptif kualitatif, penelitian ini menggunakan observasi pada dua siswa sekolah dasar kelas tiga, dan wawancara dengan orang tua dan guru mereka. Pertanyaan-pertanyaan dirumuskan oleh peneliti untuk menganalisis pengaruh orang tua terhadap efikasi diri dalam belajar bahasa Inggris di rumah. Sebuah pertanyaan dirumuskan oleh peneliti untuk menganalisis kontribusi orang tua terhadap dan kemandirian mereka untuk belajar. Studi ini menunjukkan bahwa komitmen orang tua mendorong anak-anaknya untuk belajar bahasa Inggris, dan melalui proses dan pembelajaran *Zone of Proximal Development* (ZPD), terutama dorongan mereka di rumah untuk mencapai efikasi diri. Partisipasi orang tua dalam bahasa Inggris harus ditanggapi dengan serius, terutama di sekolah umum, di mana hanya ada waktu minimum untuk belajar bahasa Inggris di sekolah.

Kata Kunci: *Keterlibatan Orangtua; Bahasa Inggris Bagi Anak-anak; Efikasi Diri*

INTRODUCTION

The awareness of parents and teachers about English learning influenced second language acquisition especially in Indonesia because English as a foreign language or EFL has been introduced firstly at Indonesian primary level education. In this context, English language is taught which mostly emphasizes on vocabulary learning as a basis for a language skill mastery (Amalia, 2018). Meanwhile, the new policy on curriculum has resulted in limiting the study hours of English learning English at primary schools. Krashen (1982) stated that second language acquisition happened in a natural setting or classroom instruction. Children can acquire English both in and outside the classroom teaching and learning process (Li Wei, 2011). Primary school students learn English in an English class at school, however, some of them might also acquire English outside the classroom when they use English in interactions with parents, family members, and other adults.

Interaction is needed to acquire English, and interaction in a natural setting can happen at home to create the home culture. Home culture is related to the

parents' involvement in young children's acquisition. Studies have been conducted on the effect of parents' involvement towards children development of language proficiency, in this case, English acquisition (Castro et al., 2015; Wilder, 2014).

Although the study above was conducted in the western context, Researchers in Indonesia started to research about the parental involvement (Yulianti, Denessen, & Droop, 2018). It is stated that of the social aspects that affect acquisition is the home culture. It is because language acquisition mostly occurred at a young age and before the legal age for school, children are learning at home. Language exposure on adults or children represents an important position in the number of words a child will understand (O'Toole, et al., 2017). The more people are exposed to the positive new vocabulary, the more they incorporate the language unconsciously. The entire component surrounding the learner will influence them to learn and parents' involvement will guide them into a positive attitude towards language that will cause significantly better performance. Therefore this study will discuss further not only about the parents' involvement on children's acquisition but also the children's self-efficacy in spite of the limited source of English learning, for example English class hour.

There are many types of interactions. The interaction which involved recast, feedback, and negotiation developed the acquisition of language (Gass, & Selinker, 2008). There are several kinds of interactions that may help the acquisition of children. One of the examples is a mimic. Mimicking is one of the ways of studying a language. After the 'slipped' time, the interaction that is performed properly in both languages, first and second languages, may retrieve the conversation. Another is the negotiation that is part of the conversation, which is often used to learn for young children aged 6-12 years as a media.

At home, parents can support students to do other activities to acquire language outside school such as choosing a video, observing kids, and doing conversation (Lee & Bowen, 2006). Since parents have important roles to supervise their children, they can actively engage with students' learning process at home both linguistic and non-linguistic. For example, interaction and conversation make young children accustomed to using the language (Borneo Akcaya, Gatot Sutapa, & Darsini, 2019). Both mimicking and negotiation help children in the linguistic learning process, this interaction can happen in natural settings, while school and home help children to respond to the utterances spoken by the speaker. Parents also can emphasize non-linguistic features such as picture and video in the acquisition, examine the videos that their children like and ready to answer children's questions regarding the video. Before school age, children acquire a second language easier and naturally in the home (Bahalwan & Setiawan, 2015.).

The speed of children's language acquisition depends on the environment surrounding them. Children can comprehend view words within the interaction with their family members. The acquisition happened unconsciously when the students were surrounded by an agent that can speak a second language fluently or make them accustomed to the use of a second language. Therefore, students unconsciously to learn a second language, they did that effortlessly and spontaneously (Bahalwan & Setiawan, 2015).

Based on the parent's involvement in children's acquisition, practicing communication strategies would not only encourage active learning. At home,

parents have to enhance the language competence of children. It would help them to use the language more effectively and to overcome difficulties resulting from the knowledge.

Besides, recent studies established that language exposure on children plays a vocal role in the number of words a child will know (O'Toole, et al., 2017). It means that the more children are exposed to the new vocabulary, the more they absorb the language unconsciously. Since all of the components surrounding the learner will affect them to learn, parent's involvement will guide them into a positive attitude towards the language and cause significantly better performance.

However, recent studies also stated that the acquisition and language learning does not take place in an immaterial, room, but also takes place in the real world wherein a material reality where every part of sign and symbol of language entities impact on behavior and learning (Steffensen & Kramsch, 2017). Hence, the acquisition does not only happen in school. The parent also can be the agent of learning when they speak in another language or make the children accustomed to the foreign language by the video or song on television or the internet.

Children learning also can be examined by with the ZPD phase, purposed by Vygotzky. Learning can be split into four steps within the ZPD. Assisted Performance; Unassisted Performance; Full Internalization; De-automization (Margolis, 2020). Stage one is where more skilled others assist with results. There is a gradual reduction in teacher accountability for task performance during stage one and a reciprocal rise in the proportion of responsibility of the learner. Step two is where output itself is assisted. In stage two, without support from others, the learner carries out a task. Step three is where it evolves and automates results. The learner has emerged from the proximal development zone (ZPD) into the developmental stage for the assignment until all evidence of self-regulation has disappeared. Execution of the mission is smooth and incorporated. It has been 'automatized' and internalized. Step four is when success de-automation leads to repetition back into the ZPD. An individual's lifetime learning consists of the same controlled ZPD sequences, from other-assistance to self-assistance, repeating over and over again for new ability growth (Dunphy & Dunphy, 2003). Under guidance of an adult, who are parents, young leaner may be introduced to another stage of ZPD. Parents greatly contribute to the growth of children in order to achieve self-efficacy.

This study discussed how parents' involvement affects young learner English acquisition and self-efficacy. Significantly, the better acquisition and learning happened at home, the better the young learner performs in class. In this study, the researcher chose two of the unique students in the class. This research discussed and analyzed the parents 'involvement on the participants' self-efficacy. The self-efficacy and motivation developed by the parents to the children in spite of the limitation of English class hour and environment would be beneficial to English learning. Therefore, this research discussed the involvement of the parents not only for the children's acquisition but also their self-efficacy. Those topics will be highlighted and become the novelty to discuss in this research.

Researcher analyzed the research question by referring to Castro theory about parental involvement (Castro et al., 2015), Lantolf Theory about sociocultural and second language development (Lantolf, Thorne, & Poehner, 2015), Zone of Proximal Development (ZPD) and learning (Margolis, 2020). The research question

of this study is how does parents' involvement make children gain their self-efficacy?

METHOD

The purpose of this study was to describe parents' involvement to support their children's self-efficacy development in learning English. Qualitative approach is needed to investigate the various phenomena specifically. The qualitative research was inferred in this research used observational and interview. Richards et al (1992) noted that the data can be analyzed using qualitative research procedures such as observation and interviews and in order to explain the participants' acquisition and learning specifically, researcher selected one case study to be studied.

Participants

Two students of public elementary school, pseudo names: Participant R and Participant A, were the participants in this research. Participant R and Participant A were elementary school students in their third year of school. Participant R and Participant A were also the firstborn of a young couple, and their parents work in academic field. Participant R's parents work as university staff meanwhile Participant A's mother work as teacher in public school and Participant A's father work as entrepreneur.

Participant R and Participant A are being introduced to the English language at their young age, and their parents wanted their kids to speak English better.

Instruments

The researcher collected the data via classroom observation and written interviews with parents and teachers of participants about English acquisition of participants. The first data were collected in the second semester of their second grade. During the pandemic phase, the second data obtained, in the first semester of their third grade. Since the researcher was Participant R and Participant A's English teacher, the researcher had access to observe Participant A in the teaching-learning phase of the classroom and evaluate his school achievement.

Classroom observation in this study was obtained by the researcher when the researcher taught participants in the previous semester class. For weeks, it was a cycle of collecting the data. Since classroom observation is a qualitative naturalistic technique, it is a measure of engagement and learning from actions in the classroom, researchers have pointed out some contexts that could affect SLA. Researchers used the instrument to track the cycle of communication, collaboration, behavior, and learning in the classroom.

The Researcher was permitted to inform the participant in this semi-structured interview about the way participants learn a language in both home and school. The interview administered via chat and WA for both the parents and homeroom study of the participants. Three times interview was asked to the participants' parents and one time interview with the homeroom teacher. There were questions which asked to the parents developed by Castro theory about parental involvement (Castro et al., 2015), Lantolf Theory about sociocultural and second language development (Lantolf et al., 2015), Zone of Proximal Development (ZPD) and learning (Margolis, 2020).

Procedures

Through these measures, the researcher analyzed the data; 1) Observing Participant R and Participant A in class 2) Interviewing Participant R and Participant A's homeroom teacher; 3) Interviewing Participant R and Participant A's parents 4) Examining the school accomplishment and conversation with Participant A; 5) Drafting the factors influencing the learning of the English language by Participant R and Participant A and analyzed them by referring to Castro theory about parental involvement (Castro et al., 2015) and Lantolf Theory about sociocultural and second language development (Lantolf et al., 2015).

FINDINGS AND DISCUSSION

From the result of the interview, it is found there were many aspects of learning that Participant R and Participant A encountered. The success of learning and acquisition depends on the students' environment, including the stimulation and involvement of parents and students, both at school and at home.

There are many types of interaction. The interaction that involved recast, feedback, and negotiation, shaped the acquisition of language (Gass, & Selinker, 2008). At home, Participant R and Participant A's parents support their English learning and training by giving guidance on their mission, communicating with them, exposing them to the latest English vocabulary, and recasting their awareness through film and family travel.

Children English learning

Based on the result of interview to parents, acquisition at home happened during both participants' activities. Participant R liked to watch videos (songs or movies), did conversation in English, and his family introduced new words in English on the family trip, so did Participant A. It showed that acquisition happened at home (Yulianti et al., 2018). Meanwhile their parents were helping them to learn (Lee & Bowen, 2006) using picture, video, fill in the blank. Participant A's parents also invited Participant A to the zoo and learn from the surrounding.

Children Self-efficacy

From the teacher's first interview, Participant R and Participant A were doing well in school, Participant R liked read books with friends, loved to learn alone. Meanwhile Participant A loved to do question and answer section with friends. Participant R and Participant A had background knowledge, easy to understand the lesson especially vocabularies in English and had bright motivation. It is showed their learning in school and also their involvement with the peers learning (McGuire, 1956).

Students' constructive presence in the classroom is perceived to be an integral part of learning. It is strongly connected to the involvement of the students, which requires the engagement, constructive attitude, and satisfaction of the students in the learning process (Rahayu, 2018).

It is found that from the outcomes of classroom observation, Participant R and Participant A specifically indicate experiences of studying English. Through picture description, how they did the teacher's guidance, and also the completion of the assignment, it can be seen that in the sense of self-efficacy, Participant R and Participant A have separate ways of learning but equivalent.

Self-efficacy referred to self-perception or the ability to learn or achieve objectives at defined stages (Abadikhah, Aliyan, & Talebi, 2018). In the allocated time, both Participant R and Participant A learned and completed their assignment using their skill and their style of learning. Nevertheless, they knew the limited period and had the discipline to do the task.

Participant R and A learned better from picture (Glaser, 2020). Participant R could recall the picture's name in English and Participant A made a sentence using the picture. Participant R did the instruction and asked for the clarity, meanwhile Participant A tended to be quite and asked the clarity letter (Glaser, 2020). Participant R was a fast learner, he wanted to be the first to complete the task, meanwhile Participant A did the task more meticulous and on time (Glaser, Kupetz, & You, 2019).

Meanwhile, from the second interview, it is found that Participant R and Participant A were coping in the difficult time of the pandemic, therefore the role of parents and teachers had a massive impact, particularly in their children's interaction and conversation. Participant R adapted to the home environment at this difficult time, and parents enthusiastically helped Participant R in studying and adjusting to a different environment.

Stimuli such as an English video and daily English conversation used by parents to motivate Participant R. Meanwhile Participant A Parents' actively helped Participant A to learn English from home based on the material given. Parents used stimuli like English video and daily conversation in English (Paradis, 2007.).

Based on the interviews and reflection above, there were two variables which most appeared. The two things that influenced student's motivation and self-efficacy were parents' involvement in the classroom and home learning and acquisition process. This part consists of two parts; Participant R and Participant A's habitual action in the classroom and their acquisition at home.

Parents' involvement and the classroom learning Process

Participant R and Participant A went to rural primary school, but they can learn lots of new vocabulary and speak relatively decent English. They made nice basic phrases such as asking permission to go to the bathroom, asking for a repeat of class content, sharing their thoughts and tutoring their peers, sharing their concept of subject material in front of a class. In their interview, teachers and parents stated that two hours of class a week was not enough to satisfy the students' desire to learn English. They have agreed that support from parents at home is an important thing to do. The effects of the role of parents on the development of language skills for children, in this case, English acquisition (Castro et al., 2015).

Apparently, both the parents of Participant R and Participant A were enormously interested in the learning of their son. Parents of Participant R shared

that they typically guide Participant R learn to fill in the blank the missing alphabet in words, using image (object), video, matching Indonesian and English words.

> *Yes, because I was not familiar with formal schooling, I typically introduce English to children through video media of songs in English. It's just that children no longer have the enthusiasm to listen to music in English as they grow older. At this stage, the addition of new vocabulary is usually derived from the films he has seen. The meaning of the new English language they learn from the film is commonly asked by children.*

Participant A's parents, meanwhile, said that their son likes to experiment with colors. Therefore, they often helped Participant A learn to use colors and often went to the zoo or neighborhood to recognize the new names of animals.

> *Yeah, as well as writing letters, I used songs and videos to expose children to English. Before school started, we introduced colors and animals.*

The interaction between parents and their children also determines the learning. There were several engagement forms. The interaction involved in recasting, input, and bargaining influenced language acquisition. (Gass, & Selinker, 2008)

Parents could make their children feel jubilant when learning English. This acquisition at home would become a way to make the children learn faster. The similarity between the two students was that they used media as the tools for the children to learn. Parents helped them to learn unconsciously using videos and pictures (Wilder, 2014). Parents of Participant R typically used English when they spoke. They often guided Participant R to watch together English children's songs or English videos, so Participant R used to the English terms. On the other hand, at home watching video songs or movies, Participant A acquired English. In the nearby area before kindergarten, their parents have prepared and implemented new terms.

School Learning Environment

It has been discussed before that the interaction involved in recasting, input, and bargaining influenced language acquisition (Gass, & Selinker, 2008). In the post-class sharing session, Participant R told the teacher that he liked English. It was because he used to English at home, then he seldom-used English to talk with his friends at school. He imitated them and tried to be as fluent as his parents and the video he was watching as well.

It was intriguing to see young people with wonderful inspiration. The reasons for Participant R spread the motivation into the classroom as he spoke about his experience. It made their classmates want to proceed to experience the same thing. Back home, they were motivated to learn English like Participant R. During the next week of the lesson, more and more students shared their experience of learning English at home. With difficult words, their parents supported them and were passionate about the concept of home research.

Observation showed that both Participant R and Participant A were keen to use the images as a medium. They have learned to use pictures better. This propensity has a connection with how they are used to images, how their parents use images to incorporate English. Unconsciously, when their parents noted the

illustration and instructed them to use English, they learn English, the acquisition occurred.

Parents' Involvement and Children Learning

Young learners needed guidance to improve their learning. Teachers did not only facilitate students to learn, but also needed to apply the best strategies for the learning process. Students formed a thinking process within their learning in the classroom. Teachers needed to consider about the development stages of young learners. The well-known theory by Vygotsky (1934) ZPD provided precise steps to help Students in their development process, and encouraging students to acquire motivation and more knowledge. Participant R and Participant A, with the guidance of their parents, both grow their self-efficacy through ZPD's moves.

Assisted Performance

Assisted performance was the first step of ZPD. When applying the techniques to educate children, the teacher considered the needs of students. To take the first steps in their learning, children, particularly young EFL learners, need guidance. It can be a good lesson for teachers to consider the appropriate feedback for different learning conditions. It would be more effective if the usage of other feedback also is increased in order to enhance our students' results of learning (Aisyah & Wicaksono, 2020). The teaching methods also must fulfill the desires and characteristics of the pupil. Meanwhile, Parents' involvement is needed art home to support students learning (Margolis, 2020).

As a facilitator, not only teacher but parents need to support Participant R and Participant A and lead them into the crucial process of thought. The reported Participant R and Participant A assignment data indicate a significant change in the weekly English lesson. They perceived the absence of vocabulary in some topics for the start, but they improved their vocabulary in the following week.

Unassisted Performance

Unassisted Performance was the second step of ZPD (Margolis, 2020). Students became conscious and attempted to do the task on their own in this process. In the second process, Participant R and Participant A started reading and writing about the lesson and films or pictures relating to English, rehearsing their skills, recalling the words, understanding their errors. They were also willing to ask the teacher to direct them and explore past encounters. Parents accompany them before the lesson to learn English from the book and surroundings.

Full Internalization

In this third phase of ZPD, Students internalized the material and chose the strategies to develop themselves (Margolis, 2020). Researcher used reflection to internalized the value that they have experience during the mid-semester process and later set the goal.

Reflection allowed them to acquire information based on students' experience. Identification and self-awareness of previous knowledge are involved to make the right option (Wain, 2017). Reflection should be used to guide learners to become conscious of their motivation and self-efficacy. Reflection is a crucial aspect of learning; this technique guided students to logical reasoning after the particular

tasks undertaken by the teacher in the classroom learning contributed to the development of thought. Participant R and Participant A also did reflection to develop their self-efficacy.

De-automization

The final steps of ZPD was de-automatization (Margolis, 2020). In this study, students achieve growth, reliability, and an automated method of learning. Students researched and learned more about their ZPD process experience. This final move underlined the logical thinking of learners.

Critical thinking has driven to self-efficacy and creative thinking. It is related with creative thinking is the student's productivity in producing something new that can be recognized by others. Teachers and parents should motivate students to be productive in the classroom process students can not only concentrate on the task or mastery given about the materials, but they will use the information outside the curriculum (McGuire, 1956). Critical and creative thinking have developed problem-solving thinking. When learners master the strategies, they may acquire the best style of learning for themself. ZPD let Participant R and Participant A attained motivation and self-efficacy.

Motivation and Children Self-efficacy

Learning from home has played a significant role in the growth of students. Both children struggled with the transformation of the environment, based on the interview with Participant R and Participant A's parents. The parents of Participant R admitted that this rough time affected the way kids thought, and they had to make more effort to learn.

> *This pandemic, especially its psychology, is influencing children. However, that is no less important, namely the learning habits of children. Changes in learning media are felt in their cognitive dimensions to impair the growth and development of children. Children used to face-to-face learning habits, and two-way conversation is now pushed by online media to use one-way communication patterns. This significant way hinders the opportunity to learn the lesson quickly, and the kid rapidly forgets the lessons he has learned. It does not have any effects from the affective side, but it also affects children from the psychomotor side related to sports topics.*

People's social and cognitive processes are affected by cultural activity settings (Lantolf et al., 2015). Children's acquisition is also affected by the environment, especially their sudden psychological change in the surroundings. The role of parents in homeschooling, therefore, has affected children.

To address the research question, the researcher also asks Participant R and Participant A to reflect along with their friends about learning from home. Reflection has helped students to be conscious of how they can observe, track, assess, and control their selves during the learning. Doing reflection allows them to acquire information based on students' experience. To make the right option, it needed recognition and self-awareness with previous experience (Wain, 2017). The way teaching and learning processes are different during the pandemic this new semester, so reflection is required to see how students and parents cope with the situation.

As for young learner, teachers had to use less nuanced thinking so that the students could respond directly to it. Based on the self-efficacy period of children, after mid-semester, researchers asked questions to observe the learning process and the role of parents during the pandemic.

Participant R and Participant A showed how they cope with the various pandemic situations. Both Participant R and Participant A said they drew on their past experience of studying and kept track of their home English classes. Participant R attempted to learn the new chapter before the lesson started to get good marks, while Participant A read the assigned material twice to improve his comprehension.

Participants all agree that their parent's value good grades, and what would their parents gave them more time to guide them to study if they didn't have good grades. For starters, Participant A's parents often guided him during work to learn in the morning till noon and in the evening. Both parents of Participant R and Participant A maintained outstanding involvement with their children and developed reading patterns regarding school activities and works. It is in line with (Castro et al., 2015) who argue that effective contact between parents and students influenced the success and inspiration of students in the same way.

In the preceding semester learning process, Participant R and Participant A spread meaningful motivation to their peers and inspired them to learn. Participant R and Participant A were also encouraged by their parents to get a good score and understand knowledge. Initially, academic self-motivation grows from parental target expectations, then self-efficacy and personal goal setting are viewed by learners from the development (Abadikhah et al., 2018). Undoubtedly, parents played a significant role in the engagement of young learners to study. Besides, not only teachers who need to help them, but also young learners need to be supported by parents who lead them to learn and guide them to learn. Students will then practice the learning process to understand the adaptive style from their parents and find the best ways to learn from them.

CONCLUSION

The involvement of parents encouraged their kids to learn English, especially their guidance at home. Parents' involvements made children gain their self-efficacy by motivate their children to learn instinctively at home, inspiring them as they play around. Video games, videos, music, photographs, and family outings were also ways to draw young children to English. Parents used English at home strengthen and raise the imitation and repetition of children towards English. Then, the home culture of studying English shaped the atmosphere of school learning. The children would spread the new topic enthusiastically to their peers to learn English. This study showed that parents' commitment encouraged their children to learn English, and through the ZPD process and learning, particularly their encouragement at home attained their self-efficacy.

Parents' involvement in English should be taken seriously, form their involvement, students can drew motivation and also gain self-efficacy. The role of parents should be maximized especially in public schools, which only have a minimum of time to learn English. Thus, children will study at home. This research can be a resource for further research, not just in English language studies but also

for other lessons, particularly in Indonesia, in the comparable field of parents' knowledge of English learning.

REFERENCES

Abadikhah, S., Aliyan, Z., & Talebi, S. H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, *28*(1), 1–17.

Aisyah, P., & Wicaksono, B. (2020). the Level of Teacher ' S Feedback : an Efl Classroom. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(1), 1–13.

Amalia, A. R. (2018). Teaching English With Story Telling Method in Early Childhood Education Teachers. *A Journal of Culture English Language Teaching Literature & Linguistics*, *5*(2), 1. https://doi.org/10.22219/celticumm.vol5.no2.1-7

Atkinson, D., Churchill, E., Nishino, T., & Okada, H. (2018). Language Learning Great and Small: Environmental Support Structures and Learning Opportunities in a Sociocognitive Approach to Second Language Acquisition/Teaching. *Modern Language Journal*, *102*(3), 471–493. https://doi.org/10.1111/modl.12496

Bahalwan, Y. (2015). The Acquisition of English as Second Language by Mixed-Marriage Children in Sydney. *Language Horizon*, *3*(1).

Borneo Akcaya, J., Gatot Sutapa, Y., & Darsini, F. (2019). Dampak Menonton Melalui Media Terhadap Pemerolehan Dua Bahasa Bagi Pebelajar Usia Muda Early Media Viewing Impacts on Dual Languages Acquisition of a Young Learner. *5*(1), 73-83.

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, *14*, 33–46. https://doi.org/10.1016/j.edurev.2015.01.002

Abadikhah, S., Aliyan, Z., & Talebi, S. H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, *28*(1), 1–17.

Aisyah, P., & Wicaksono, B. (2020). the Level of Teacher ' S Feedback : an Efl Classroom. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(1), 1–13.

Amalia, A. R. (2018). Teaching English With Story Telling Method in Early Childhood Education Teachers. *A Journal of Culture English Language Teaching Literature & Linguistics*, *5*(2), 1. https://doi.org/10.22219/celticumm.vol5.no2.1-7

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, *14*, 33–46. https://doi.org/10.1016/j.edurev.2015.01.002

Dunphy, B. C., & Dunphy, S. L. (2003). Assisted performance and the Zone of Proximal Development (ZPD); A potential framework for providing surgical education. *Australian Journal of Educational and Developmental Psychology*, *3*, 48–58.

Glaser, K. (2020). *Instruction-giving in the primary English classroom – creating or obstructing learning opportunities ? Instruction-giving in the primary English classroom : Creating or obstructing learning opportunities ?* (July).

Glaser, K., Kupetz, M., & You, H. J. (2019). 'Embracing social interaction in the L2 classroom: perspectives for language teacher education'–an introduction. *Classroom Discourse*, *10*(1), 1–9. https://doi.org/10.1080/19463014.2019.1571260

Lantolf, J. P., Thorne, S. L., & Poehner, M. E. (2015). Sociocultural Theory and Second Language Development. In B. van Patten & J. Williams (Eds.),. *Theories in Second Language Acquisition*, (January), 207–226.

Lee, A. J., & Bowen, N. K. (2006). Children Linked references are available on JSTOR for this article : Parent Involvement , Cultural Capital , and the Achievement Gap Among Elementary School Children. *American Educational Research Journal*, *43*(2), 193–218.

Li Wei. (2011). *The early acquisition of English as a second language*. 95–112. https://doi.org/10.1075/aals.8.07wei

Margolis, A. A. (2020). Zone of Proximal Development, Scaffolding and Teaching Practice. *Cultural-Historical PsychologyКультурно-Историческая Психология*, *16*(3), 15–26. https://doi.org/10.17759/chp.2020160303

McGuire, C. (1956). An educational psychology updated. In *Contemporary Psychology* (Vol. 1). https://doi.org/10.1037/005298

Paradis, J. (2007). Second Language Acquisition in Childhood. *Blackwell Handbook of Language Development*, 387-405.

Rahayu, A. S. (2018). Engaging the Students With Styles in Efl Perspectives. *A Journal of Culture English Language Teaching Literature & Linguistics*, *3*(1), 15. https://doi.org/10.22219/celticumm.vol3.no1.15-29

Selinker, L., & Gass, S. M. (2008). Second language acquisition. *Lawrence Erlhaum Ass*.

Wain, A. (2017). Learning through reflection. *British Journal of Midwifery*, *25*(10), 662–666. https://doi.org/10.12968/bjom.2017.25.10.662

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, *66*(3), 377–397. https://doi.org/10.1080/00131911.2013.780009

Yulianti, K., Denessen, E., & Droop, M. (2018). *International Journal about Parents in Education The effects of parental involvement on children's education: a study in elementary schools in Indonesia* (Vol. 10).

PRE-SERVICE TEACHERS' PERCEIVED READINESS IN TEACHING ONLINE IN INTERNATIONAL INTERNSHIP PROGRAM

Tri Yuli Ardiyansah*

Universitas Muhammadiyah Gresik, Indonesia

ABSTRACT

As pre-service teachers, university students in the education faculty are required to take a teaching practice program to deepen their teaching skills.This study focused on finding the pre-service teachers' perceived readiness in teaching online in the international internship program. The writer distributed a survey questionnaire to the pre-service teachers and applied semi-structured interviews to understand the pre-service teachers' perspectives. The finding was described into four indicators: (1) the pre-service teachers were provided with proper equipment and were equipped with good quality of technical skills for teaching online, (2) from the online teaching-learning experiences gained in the university, the pre-service teachers believed that they were confident with their ability for teaching online, (3) regardless some issues in online learning, the pre-service teachers were prepared with some interactive methods to overcome problems that would occur during the process of online learning, and (4) the pre-service teachers committed that they would organize their time management in online learning and provide a meaningful interaction process. The finding concluded that the perceived readiness of pre-service teachers in teaching online was considered an essential aspect in the teaching-learning process. Despite many obstacles that could probably occur, the pre-service teachers were fully equipped with proper technical tools and strategies to provide interactive online learning activities.

Keywords: *Online Learning; Pre-Service Teacher; Teachers' Perceived Readiness*

ABSTRAK

Sebagai calon guru, mahasiswa di fakultas Pendidikan diwajibkan mengikuti program praktik mengajar untuk memperdalam keterampilan mengajar mereka. Tujuan dari penelitian ini adalah untuk mengetahui kesiapan para calon guru dalam melakukan praktik mengajar secara daring dalam program magang internasional. Peneliti membagikan kuesioner survei kepada peserta dan menerapkan wawancara semi-terstruktur untuk mendapatkan pemahaman lebih dalam dari perspektif para calon guru. Hasil penelitian dapat dijelaskan dalam empat indikator: (1) para calon guru memiliki peralatan teknis yang layak dan mereka juga dibekali dengan keterampilan teknis yang berkualitas untuk mengajar secara daring, (2) dari pengalaman yang diperoleh dalam mengajar secara daring dan pembelajaran daring yang didapat dari universitas, para calon guru percaya bahwa mereka yakin dengan kemampuan mereka untuk mengajar secara daring, (3) terlepas dari beberapa masalah umum dalam pembelajaran daring, para calon guru telah siap dengan berbagai metode interaktif sebagai solusi untuk mengatasi masalah yang akan terjadi selama proses pembelajaran daring, dan (4) calon guru berkomitmen bahwa mereka dapat mengatur manajemen waktu mereka dalam pembelajaran daring dan mampu memberikan proses interaksi yang berkualitas. Dapat disimpulkan bahwa kesiapan para calon guru untuk mengajar secara daring merupakan aspek penting dalam proses belajar mengajar. Walaupun banyak permasalahan yang mungkin akan muncul selama proses, para calon guru sudah dilengkapi dengan peralatan mengajar secara daring yang layak dan strategi mengajar yang dapat memberikan suasana pembelajaran yang interaktif.

Kata Kunci: *Calon Guru; Kesiapan Guru; Pembelajaran Daring*

INTRODUCTION

At the university level, students joining the education department are recognized as pre-service teachers. The term refers to the training that students receive during the learning process, which prepares them to become professional teachers in the future. Teacher training institutions consider that their students do not know about students and teaching (Niemic & Ryan, 2009). Therefore, one of the essential programs held by the faculty of education is teaching practice. The essence of the program is to deepen students' teaching skills. In this program, pre-service teachers perform supervised teaching at schools. Fafunwa (2001) states that a faculty of education should help students grow, develop, and equip them with the necessary skills and professional abilities to become effective teachers. It is hoped that the pre-service teachers can apply the knowledge they have received during the learning process and gain experience in a school environment.

Due to a lack of experience in teaching, the implementation of teaching practice often gives problems to the pre-service teachers. Anxiety is one of the common problems since most pre-service teachers do not have any experience in teaching. Agustiana and Nurhayati (2019) state that good communication is the initial solution that can be done so that actual teaching activities get better with the anxiety that arises. Pre-service teachers must get used to the atmosphere in the classroom and solve any problems during the process. Moreover, since the pandemic of COVID-19 has forced educators to implement teaching online, it also obligated pre-service teachers to take the teaching practice in an online environment. With this online learning phenomenon, the anxiety level of pre-service teachers has even increased because many of them still lack experience in teaching online. Therefore, pre-service teachers must be more ready to implement the teaching practice online.

Online learning has become very popular, especially since the COVID-19 outbreak. This process is implemented to prevent interactions between teachers and students in the classroom. There are several benefits in implementing online learning: it can overcome distance problems and make learning activities more interactive. Singh et al. (2005) state that online learning can help students become lifelong learners. Learning at home during the COVID-19 outbreak is considered the best alternative way to keep the learning process continue effectively. This process can provide several advantages, including minimizing transportation costs and reducing stress by giving interactive online learning methods (Purwanto et al., 2020). However, teachers and students must prepare such devices to support this process in carrying out online learning. Several types of equipment such as personal computers, smartphones, and internet connections are required to facilitate this process. Luaran et al. (2014) state that online learning includes web-based training and computer-based training. Online learning uses technology to support the interaction process outside the classroom through devices and internet connections.

In the implementation of online learning, teachers are required to have good technical skills so that they will be able to overcome any technical issues. However, some main problems usually occur in online learning, such as the unavailability of devices and internet connection issues. Efriana (2021) mentioned that students' issues in online learning are in the form of inactivity in following learning, limited

supporting facilities, and internet network access. Another problem found by Bakalar (2018) stating that the school infrastructure plays an important role in online learning. Schools or institutions should provide a way to overcome students' issues in internet connection, especially for students who live in remote areas. This phenomenon leads to the cost of purchasing data packages where most students could not afford that much. By some of the problematic issues in online learning, educators have to struggle more to maintain a high-quality teaching-learning process in an online environment. Mercado (2008) explains that online learning programs must include a systematic planning process, designing, and implementing a learning environment easily accessible to students. Thus, making online learning requires teachers' perceived readiness in terms of preparation and implementation.

In general, teachers' perceived readiness in implementing the teaching-learning process can be described in several ways. Mercado (2008) categorizes the readiness aspects of teaching into three parts; (1) pedagogical skills, (2) administrative and organizational skills, and (3) technology and social media skills. In online learning, pre-service teachers' perceived readiness is defined as the degree to which pre-service teachers are ready to implement teaching in an online environment (Alem et al., 2016). Online learning can be a new challenge for pre-service teachers in implementing teaching practices in an online environment. Pre-service teachers must have technical equipment, technical skills, self-regulated learning strategies, and perception of the learning community (Liu, 2019). In addition, pre-service teachers' perceived readiness for teaching online is connected with their skills to use technology for academic purposes. Chorrojprasert (2020) reports that the dominant indicators relating to pre-service teachers' readiness include: a positive attitude toward the online learning situation, well-constructed time management and commitment to online learning, and comprehension of the importance and value of learning. Thus, pre-service teachers' perceived readiness is essential for better students' learning performance in the teaching practice program.

Since the COVID-19 outbreak, educators have strived to improve their teaching strategies and teaching methods for teaching online. Research done by Sutarto et al. (2020) revealed that teachers had improved their techniques for online learning, such as (1) giving students interest in online learning, (2) preparing effective material, (3) using interactive learning media, and (4) regularly conducting an evaluation. In this case, the improvement made by educators has practically been exposing pre-service teachers to the use of online learning from the implementation in their courses. The pre-service teachers are also equipped with teaching online experiences, making them imitate their lecturers' teaching strategies and methods for their perceived readiness in teaching practice programs in an online environment. However, this progress does not go along with the support from the institutions. Ravanelli et al. (2021) suggest that institutional support is needed in the process of teaching online. The institution should be able to facilitate teachers with a good curriculum and standardized infrastructure for teaching online. It means that institutional support also plays a vital role in strengthening pre-service teachers' perceived readiness for their teaching practice. Online learning has had a beneficial impact on educators and institutions in developing the teaching-learning process.

At one of private universities in Gresik, the English education department applies for the teaching practice program in two batches: PLP 1 and PLP 2. Besides, the English education department allows pre-service teachers to participate in the International Internship Program. The program is held by International Relation Office (IRO), collaborating with LPSAO 2 (Loei Primary Educational Service Area Office). The essence of the program is to give pre-service teachers an experience to implement teaching practice by teaching English at elementary schools in Loei, Thailand. The internship program has been running since 2019 and is now in the fourth batch. In general, the pre-service teachers apply for the program by teaching face to face with the students in Thailand. However, due to the condition of the COVID-19 pandemic in early 2020, the program was transferred online.

The first online learning in the international internship program was held for the third batch in May 2020. The result showed that pre-service teachers had problems implementing online learning since it was also the first time they teach online. The majority of students taught by pre-service teachers in the internship program were in remote areas with limited access to internet connection and other technical supports. Moreover, the different mother languages made the pre-service teachers difficult in implementing the learning process, especially in explaining the material online. Nation (2001) showed that students' first language has an important role in understanding communication context. The students are at ease to understand the context if it is explained using their first language. The writer's previous study showed that the pre-service teachers from the third batch were still not satisfied with online learning in the internship program. The pre-service teachers mostly got problems in the interaction process and technical issues (Ardiyansah, 2020).

By reviewing the previous obstacles in the third batch, the pre-service teachers need to develop new effective strategies. The perceived readiness of pre-service teachers in implementing teaching online plays an important role in the program's success. Some crucial factors such as technical equipment and skills must be prepared and developed carefully. Therefore, the focus of this study was to discover the pre-service teachers' perceived readiness in teaching English online in the International Internship Program. It was hoped that by this study taking place, pre-service teachers could understand more about the concept of teaching preparation and overcome various problems in the online teaching-learning process.

METHOD

In this study, the writer distributed a survey questionnaire as a method of data collection. The survey was used due to its recognition in gaining systematic information from all responders and providing valuable information. The participants of this study were nine students of the English education department from one of private universities in Gresik, who join the international internship program (4th batch). The survey was adopted from UCF's Center for Distributed Learning (2018) and distributed to the responders by Google Form. The interpretation of the result was calculated using a Likert rating scale to determine the level of pre-service teachers' perceived readiness.

Table 1. Scales of pre-service teachers' perceived readiness

Scale	Range	Interpretation
1	1.00 – 1.50	Extremely Disagree
2	1.51 – 2.50	Disagree
3	2.51 – 3.50	Neutral
4	3.51 – 4.50	Agree
5	4.51 – 5.00	Extremely Agree

The result from the survey received from Google Form was then extracted to CSV format on Microsoft Excel program. To acquire a more profound result and better understanding from the perspective of the pre-service teachers, the writer implemented a semi-structured interview process for all responders through Zoom Video Conference.

FINDINGS

The challenge faced by pre-service teachers to implement teaching practice in an online environment has forced them to be more ready than in the regular classroom environment. Some important aspects such as technical equipment, technical skills, teaching strategies, and time management needed to be carefully considered so that the pre-service teachers could provide a meaningful online teaching-learning process and be beneficial for both pre-service teachers and students. Based on the data collection, the result of the survey questionnaire can be taken from the below table:

Table 2. Pre-Service Teachers' Perceived Readiness in Teaching Online

Indicators	Weighted Mean
Technical Equipment and Skills	4.08 (Agree)
Experience with Online Teaching and Learning	3.78 (Agree)
Attitudes and Opinions Toward Online Learning	3.71 (Agree)
Time Management and Time Commitment	3.73 (Agree)

From Table 2, the first indicator showed perceived readiness in information technology skills with a weighted mean of 4.08. Responders believed they were ready and competent in their technical equipment and skills. The second indicator showed pre-service teachers' experience in teaching online and online learning with a weighted mean of 3.78. The pre-service teachers responded that they had acquired adequate expertise in online teaching and learning. The third indicator showed pre-service teachers' attitude and opinion toward online learning with a weighted mean of 3.71. Most of the responders agreed that they were confident with the online teaching and learning process. The fourth indicator showed time management and time commitment with a weighted mean of 3.73. The responders acknowledged they committed, and they were able to manage time in teaching online. From the result of the data collection, it can be assumed that the pre-service teachers were ready to teach online in the international internship program.

The result of the interview explained a deeper understanding of the perspective of pre-service teachers. Based on the first indicator, it was found that pre-service teachers were ready in terms of technical equipment and skills. Most pre-service teachers responded that they were equipped with proper tools and

superior technical skills to teach online. Some pre-service teachers even bought new devices and used more devices to facilitate the online teaching process.

> *"I bought a new laptop with good quality camera and microphone to facilitate me in the internship program. Moreover, since I have been learning online in university, so I am also familiar with the use of online learning platform."*
>
> *"I use two devices; laptop and smartphone. I also have a Wi-Fi connection at home. I can operate an online learning platform because I am also learning online in university."*
>
> *"I can rate my equipment for teaching online is 75% good. I am also good enough in operating online learning platforms and interactive games for online learning."*

It can be concluded that the technical system would not be an issue in the teaching online process. Besides, the pre-service teachers have joined online classes in the university, making them familiar enough to use online learning platforms. However, the pre-service teachers were still concerned about the technical issues from the students since they have gained references from the previous batch showing that most of the students were located in remote areas with limited internet connection and unavailability devices. Therefore, the pre-service teachers were worried that the case would emerge in the process, and most of them were still finding a better solution to prevent it.

> *"My internet connection is not that good but still useful. I am afraid of the problem of internet connection from the students."*
>
> *"I asked my senior about their internship process in the third batch, and they said there were many problems regarding the internet connection from the students there."*

The second indicator designated their experiences in online teaching and learning. Some pre-service teachers responded that they have already gained experience teaching online, mainly as a tutor in an English course. Therefore, they assumed that their experiences would help them in teaching online in the program.

> *"I have experience teaching online in English course privately for three students."*
>
> *"I have three months of experience teaching basic speaking online. It is not that hard since I also provide video for flipped classroom method."*
>
> *"I have experience teaching online for university students. It was an assignment from my lecturer in Academic Speaking subject."*

Despite the experiences in teaching online, some pre-service teachers who did not have the experiences were still confident because they were exposed to online learning from the university before joining the internship program. Most of them responded that they could reflect what their lecturers have taught them in online learning and use it in teaching online in the internship program. However, despite the perceived readiness to teach online, the pre-service teachers hoped that the institution could teach online training to improve them more about the strategy and technique they could use in the internship program.

> *"I do not have any experience in teaching online, but since the learning activity in my university is online, so I know lots of methods of teaching online, and I can imitate what online activities my lecturers gave me."*
>
> *"I do not have experience in teaching online. Nevertheless, I can reflect on the online learning I received from the university. We hoped that we could get training for the internship program from the institution."*

The third indicator showed pre-service teachers' attitudes toward online learning. Most of them argued that offline learning was their best preference

compared with online learning. They believed that offline learning could help them control the students in the classroom and give them meaningful interaction processes.

> *"I prefer offline learning because I am a talkative person, and I need to be able to control my students in learning activities, and that is not easy if I do it in online learning."*
> *"I like offline learning better than online learning because I can provide physical activities."*
> *"Offline learning can give meaningful discussion process. I believe it is important to have real interaction with the students. However, in online learning, sometimes the interaction gets stuck due to the internet connection."*

A contrary result was also found in which some pre-service teachers preferred online learning better than offline learning.

> *"I like online learning because, for me, online learning does not consume much energy, and I can organize my time management better in online learning."*
> *"I like both online and offline learning, but in online learning, I can learn and provide more interactive games for learning activities, and I like learning about technology in teaching."*

DISCUSSION

Based on the research findings, it was found that the pre-service teachers were ready for teaching online in the international internship programs. The pre-service teachers' perceived readiness was described into four indicators: (1) technical equipment and skills, (2) experiences in teaching online and online learning, (3) attitudes and opinions toward online learning, and (4) time management and time commitment. Further description of the data collection can be seen in the appendix (Table 2). The result agrees with a study conducted by Dorsah (2021) that pre-service teachers are ready to implement online learning. This study found that the level of pre-service teachers' perceived readiness in online learning was high. Reflecting on the instructional media, which is considered a central aspect in online learning, teachers must provide proper tools to support them in teaching online and equip themselves with appropriate technical skills. Mercado (2008) categorizes the readiness aspects of teaching into three parts; (1) pedagogical skills, (2) administrative and organizational skills, and (3) technology and social media skills. This study showed that pre-service teachers had gained experience in online learning during their learning process in the university. As Aisyah and Wicaksono (2018) mentioned, one of the indicators of being a professional language teacher was developing the profession continually through reflective actions. It means that the pre-service teachers are already familiar with the process of online learning. Therefore, the pre-service teachers were considered aware of their preparation in implementing teaching online and developed answers to online learning difficulties.

Regardless of whether pre-service teachers were ready to implement teaching online for their teaching practice program, institutions should also support pre-service teachers with technical facilities. Such support was found unaided to the pre-service teachers, but the pre-service teachers initiatively equipped themselves with decent technical infrastructures. Issues in internet connection do not concern pre-service teachers to provide a meaningful online learning experience. They kept trying to work on the best interactive activities in online learning, such as providing students with video tutoring. Suparmi (2016) states that video tutoring had a significant effect on the students' grammar mastery. Despite the problems that teachers face in online learning, some advantages emerged, providing teachers to

manage their time management well and give them meaningful experiences to improve their technical information skills. Arkorful and Abaido (2014) conclude that online learning has strongly impacted the teaching and learning process. The adaptation in some institutions has improved faculty and learner's access to information and has contributed to a good-quality collaboration among students, which has boosted academic standards.

However, researchers also found issues related to the institution's support in the process of online learning. A previous study from Saekow and Samson (2011) shows that achieving successful high-quality online learning in Thailand requires support from both the public and private sectors. The result from Saekow and Samson (2011) is still in line with the study held by Vanpetch and Sattayathamrongthian (2020). Reflecting on the COVID-19 outbreak, Vanpetch and Sattayathamrongthian (2020) show that students in a remote area with limited access to a good quality of equipment resources or connectivity required high technological component support from the institution. Since this program was held in a remote area in Thailand, most schools were still not ready with the online learning infrastructures. This phenomenon has forced pre-service teachers to adapt to more variety of problems in teaching online.

The finding concluded that pre-service teachers' perceived readiness was considered an essential aspect in the teaching-learning process. In teaching online, technology plays a crucial role as a tool to support the process. Luaran et al. (2014) state that online learning includes web-based training and computer-based training. The teachers commonly provide these tools, but the institution can also assist teachers by training for online teaching or providing equipment for the process. Bakalar (2018) states that the school infrastructure plays an important role in online learning. However, the main important factor to support the success of the teaching-learning process, both online or offline, depends on the teachers themselves. Teachers should survive in any learning conditions and have critical thinking that could lead them to adapt to any change of situation. Teachers are required to successfully respond to and deal with any changing demands (Collie and Martin, 2016). Therefore, to stimulate teacher's professional development, pre-service teachers are expected to expand their knowledge and improve their teaching skills so that they are always ready to carry out the learning process effectively.

CONCLUSION

This study concludes that most pre-service teachers joining international internship programs were ready for teaching online. The interpretation of pre-service teachers' perceived readiness is described into four indicators: (1) the pre-service teachers were provided with proper technical equipment, and they were equipped with good quality of technical skills for teaching online, (2) from the experiences gained in teaching online and online learning from the university, the pre-service believed that they were confident with their ability for teaching online, (3) regardless some common issues in online learning, the pre-service teachers were prepared with some interactive method for a solution to overcome problems that would occur during the process in online learning, and (4) the pre-service teachers committed that they would be able to organize their time management in

online learning and provide a meaningful interaction process. Despite the high perceived readiness level of pre-service teachers in teaching online in the international internship program, it is recommended that the institutions could provide teaching online training for pre-service teachers. However, teachers need to realize that institution plays as one of supporting roles in the teaching-learning process, in which they are not supposed to rely on every time. Therefore, the pre-service teachers need to be aware that they must expand their knowledge and improve their teaching skills to be ready to carry out the learning process effectively in any situation. Further research with a broader scope and association from other regions is also needed to validate the better result of the study.

REFERENCES

Agustiana, V., & Nurhayati, N. (2019). Teaching anxiety experienced by Indonesian student teachers of a multidisciplinary education study program. *English Language Teaching in Focus, 2*(1), 8-18. https://doi.org/10.35706/eltinfc.v2i1.1933

Aisyah, A., & Wicaksono, B. H. (2018). Pre-service teachers' belief on professional development: A study on ESP teacher. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 5*(2), 8-17. https://ejournal.umm.ac.id/index.php/celtic/article/view/7614

Alem, F., Plaisent, M., Zuccaro, C., & Bernard, P. (2019). Measuring e-learning readiness concept: scale development and validation using structural equation modeling. *International Journal of e-Education, e-Business, e-Management and e-Learning, 6*(4), 193-207. http://www.ijeeee.org/show-62-786-1.html

Arkorful, V., & Abaidoo, N. (2014) The role of e-learning, the advantages, and disadvantages of its adoption. *International Journal of Education and Research, 2*(12). https://www.ijern.com/journal/2014/December-2014/34.pdf

Bakalar, B. (2018). Book Review: Justice on both sides: Transforming education through restorative justice. *American Journal of Qualitative Research, 2*(2), 145-149. https://www.ajqr.org/article/book-review-justice-on-both-sides-transforming-education-through-restorative-justice-5806

Chorrojprasert, L. (2020). Learner readiness – Why and how should they be ready?. *Learn Journal 13*(1). https://so04.tci-thaijo.org/index.php/LEARN/article/view/237856

Cobb, T. (2001). Paul Nation: Learning vocabulary in another language. *Canadian Journal of Linguistics / Revue Canadienne De Linguistique, 46*(3-4), 242-245. 10.1017/S0008413100018260

Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Educational Practice and Theory, 38*(1), 27-39. https://doi.org/10.7459/ept/38.1.03

Dorsah, P. (2021). Pre-service teachers' readiness for emergency remote learning in the wake of COVID-19. *European Journal of STEM Education, 6*(1). https://doi.org/10.20897/ejsteme/9557

Efriana, L. (2021). Problems of online learning during COVID-19 pandemic in EFL classroom and the solution. *Journal of English Language Teaching and Literature, 2*(1), 38-47.
https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74

Fafunwa, B. A. (2001). Conscious planning of educational system. *Journal of Educational Research. 5*(2), 32-36.

Kariyev, A. D., Selkebayeva, A. T., Bespayeva, G. K., Baigundinova, B. I., & Kabdualieva, A. G. (2018). A study of teacher's readiness for teaching students by methods of interactive learning as a condition for developing students' creative abilities. *Espacios, 39*(21).
https://www.revistaespacios.com/a18v39n21/a18v39n21p15.pdf

Liu, J. C. (2019). Evaluating online learning orientation design with a readiness scale. *Online   Learning   OLJ,   23*(4),   42-61.
http://dx.doi.org/10.24059/olj.v23i4.2078

Luaran, J., Samsuri, N., Nadzri, F., & Rom, K. (2014). A study on the student's perspective on the effectiveness of using e-learning. *Procedia - Social and Behavioral Sciences, 123,* 139-144.
https://doi.org/10.1016/j.sbspro.2014.01.1407

Mercado, C. A. (2008). Readiness assessment tool for an e-learning environment implementation. *Fifth International Conference on eLearning for Knowledge-Based Society*.
https://www.academia.edu/3294490/Readiness_Assessment_Tool_for_An_eLearning_Environment_Implementation

Niemic, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *SAGE Journals, 7*(2), 133-144. https://doi.org/10.1177%2F1477878509104318

Purwanto, A., Pramono, R., Asbari, M., Hyun, C., Wijayanti, L., Putri, R., & santoso, priyono. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling, 2*(1), 1-12.
https://ummaspul.e-journal.id/Edupsycouns/article/view/397

Ravanelli, M. D., Purnama Ersani Putri, R., Karyna Putri, Z., & Miftahul Jannah, L. (2020). Teacher's readiness level in implementing work from home policy in Indonesia. *Iapa Proceedings Conference,* 637-661.
https://iapa.or.id/ejournal/proceedings/article/view/431

Saekow, A. & Samson, D. (2011). E-learning readiness of Thailand's universities comparing to the USA's cases. *International Journal of e-Education, e-Business, e-Management and e-Learning (IJEEEE), 1*(2).
http://www.ijeeee.org/index.php?m=content&c=index&a=show&catid=23&id=289

Singh, G., O'Donoghue, J., & Worton, H. (2005). A study into the effects of e-learning on higher education. *Journal of University Teaching & Learning Practice, 2*(1).
https://ro.uow.edu.au/jutlp/vol2/iss1/3

Suparmi, S. (2016). The effects of video tutoring on ESP students' grammar mastery. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 2*(2), 52-58.
https://ejournal.umm.ac.id/index.php/celtic/article/view/3751

Sutarto., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling dan Pendidikan, 8*(3). Doi: https://doi.org/10.29210/147800

UCF's Center for Distributed Learning. (2018). Faculty Online Readiness Assessment. http://tamut.edu/Training/readiness_assessment.html

Vanpetch, Y. & Sattayathamrongthian, M. (2020). The challenge and opportunities of Thailand education due to the COVID-19 pandemic: a case study of Nakhon Pathom, Thailand. *E3S Web of Conferences 210, 18058*. https://doi.org/10.1051/e3sconf/202021018058

APPENDIX

Table 2. Pre-Service Teachers' Perceived Readiness in Teaching Online

Indicators	Extent of Perceived Readiness				
Technical Equipment and Skills	**1**	**2**	**3**	**4**	**5**
I am equipped with a computer or laptop available to me anywhere.	0	0	0	2	7
	0%	0%	0%	22.22%	77.78%
I travel with a computer or laptop.	0	0	3	2	4
	0%	0%	33.33%	22.22%	44.45%
I frequently access and surf the Internet for what I need.	0	0	1	4	4
	0%	0%	11.12%	44.44%	44.44%
I am competent in using e-mail and e-learning platforms.	0	0	2	4	3
	0%	0%	22.22%	44.45%	33.33%
I am skillful in using word technical software.	0	0	0	6	3
	0%	0%	0%	66.67%	33.33%
I can download online files and can attach files to any online platform.	0	0	1	3	5
	0%	0%	11.11%	33.33%	55.56%
I am skillful in using computer presentation software.	0	0	0	3	6
	0%	0%	0%	33.33%	66.67%
I am familiar with blogging system and can create a blog.	1	2	4	2	0
	11.11%	22.22%	44.45%	22.22%	0%
I am familiar with website system and can create a Web site.	1	1	6	1	0
	11.11%	11.11%	66.67%	11.11%	0%
I am familiar with social media system and can use social networking media.	0	0	1	3	5
	0%	0%	11.11%	33.33%	55.56%
I am familiar with e-learning management system.	0	0	3	5	1
	0%	0%	33.33%	55.56%	11.11%
I have experience in using technology to support my offline teaching process.	0	0	0	6	3
	0%	0%	0%	66.67%	33.33%
Weighted Mean:	**4.08 (Agree)**				

Experience with Online Teaching and Learning	1	2	3	4	5
I have experience in an online course as a student.	0	0	1	4	4
	0%	0%	11.12%	44.44%	44.44%
I have received training for teaching online.	0	1	2	5	1
	0%	11.11%	22.22%	55.56%	11.11%
I have used online quizzes or assessments for teaching online.	0	0	2	4	3
	0%	0%	22.22%	44.45%	33.33%
I have applied online discussion in teaching my classes online.	1	0	3	4	1
	11.11%	0%	33.33%	44.45%	11.11%
I have used a virtual classroom platform for teaching online.	0	0	0	4	5
	0%	0%	0%	44.44%	55.56%
I have used a chat platform for teaching online.	0	1	4	1	3
	0%	11.11%	44.45%	11.11%	33.33%
I have used a publisher website in teaching my classes online.	1	2	3	3	0
	11.11%	22.23%	33.33%	33.33%	0%
I have used an e-learning platform management system to facilitate my online class.	0	1	3	4	1
	0%	11.11%	33.33%	44.45%	11.11%
Weighted Mean:			**3.78 (Agree)**		
Attitudes and Opinions toward Online learning	1	2	3	4	5
I believe that online learning is as hard as classroom instruction.	0	0	4	4	1
	0%	0%	44.44%	44.44%	11.12%
I believe that high-quality learning experiences can occur without face-to-face interaction.	0	0	5	4	0
	0%	0%	55.56%	44.44%	0%
I believe that discussion can support as a means of teaching.	0	0	4	3	2
	0%	0%	44.45%	33.33%	22.22%
I believe that the central means of teaching need interaction and collaborative activity.	0	0	3	3	3
	0%	0%	33.33%	33.33%	33.34%
I recognize online teaching needs community building.	0	0	1	6	2
	0%	0%	11.11%	66.67%	22.22%
I encourage students to create activities based on their life experiences.	0	1	1	5	2
	0%	11.11%	11.11%	55.56%	22.22%
I recognize that lecturing is the best method to bear content in mental discipline.	0	3	1	5	0
	0%	33.33%	11.11%	55.56%	0%
I am comfortable communicating online and am able to transfer who I am in writing.	0	0	3	6	0
	0%	0%	33.33%	66.67%	0%
As a critical thinker, I am able to create assignments that encourage critical thinking for my students.	0	1	2	6	0
	0%	11.11%	22.22%	66.67%	0%
Weighted Mean:			**3.71 (Agree)**		

Time Management and Time Commitment	1	2	3	4	5
I can log in to and check online courses at least once a day.	0	0	1	6	2
	0%	0%	11.11%	66.67%	22.22%
I can post onto my online class at least four to six times per week.	0	1	4	4	0
	0%	11.12%	44.44%	44.44%	0%
I am able to manage my time well for my online class.	0	0	4	4	1
	0%	0%	44.44%	44.44%	11.12%
I am able to deal with the students' issues such as due dates, absences, and makeup assignments.	0	1	3	5	0
	0%	11.11%	33.33%	55.56%	0%
I am practically organized and am able to plan my teaching.	0	0	2	5	2
	0%	0%	22.22%	55.56%	22.22%
I am responsive to my students, responding to e-learning platforms within two days and assignments within one week.	0	1	2	4	2
	0%	11.11%	22.22%	44.45%	22.22%
Weighted Mean:	**3.73 (Agree)**				

SCRAPBOOK TO INTRODUCE ALPHABET: A DEVELOPMENT RESEARCH FOR PRESCHOOL LEARNERS

Diana Dwi Shopiyana*, Ikhsanudin, Eni Rosnija

Universitas Tanjungpura, Indonesia

ABSTRACT

This study was to develop a Scrapbook to introduce Alphabet for preschool learners. This research involved the teachers in Darul Uloom Kindergarten Pontianak Kota. The method of this research was development research which consists of three phases of ADDIE (analyze, design, and develop). The product is to introduce the Alphabet in an interesting and attractive way for preschool learners. The need analysis obtained the information of what the teacher and students need in teaching and learning the Alphabet by identifying the analysis of the teacher and the students' condition. The design of the Scrapbook focused on the criteria of the appropriate material, selecting the suitable decorations, and using the appropriate pictures and details in designing Scrapbook. The Construction of Scrapbook contains of 26 letter names and letter sounds. The model of Scrapbook is using a hard cover album, which consists of 26 letters and its phonetics as the main material. The product was also designed with the appropriate layouts, such as paper size, pictures' management (cropping and resizing), colors, shapes, and fonts in order to produce the product with the suitable standard of printing. The development of Scrapbook described what the constructs of the product were, including the fonts of the Alphabet, layout designs, contents, and teachers' validation. The result is the complete product of Scrapbook considered as very good and feasible to be used as a teaching and learning media to introduce Alphabet for preschool learners.

Keywords: *Alphabet; Preschool Learners; Scrapbook*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan Scrapbook untuk memperkenalkan alfabet bagi peserta didik prasekolah. Penelitian ini melibatkan para guru di TK Darul Uloom Pontianak Kota. Metode yang digunakan dalam penelitian ini adalah penelitian pengembangan yang terdiri dari tiga tahap ADDIE (menganalisis, merancang, dan mengembangkan). Produk ini memperkenalkan alfabet dengan cara yang menarik bagi pelajar. Analisis kebutuhan memperoleh informasi tentang apa yang dibutuhkan guru dan siswa dalam pembelajaran alfabet dengan mengidentifikasi analisis guru dan kondisi siswa. Desain Scrapbook difokuskan pada kriteria bahan yang sesuai, pemilihan dekorasi yang sesuai, serta penggunaan gambar dan detail yang sesuai dalam mendesain Scrapbook. Konstruksi Scrapbook berisi 26 nama huruf dan suara huruf. Model Scrapbook menggunakan hard cover album yang terdiri dari 26 huruf dan bahan utamanya adalah fonetik. Produk juga dirancang dengan tata letak yang sesuai, seperti ukuran kertas, pengaturan gambar (memotong dan mengubah ukuran), warna, bentuk, dan font agar dapat menghasilkan produk dengan standar pencetakan yang sesuai. Pengembangan Scrapbook menggambarkan apa yang menjadi konstruksi produk, termasuk font alfabet, desain layout, isi, dan validasi guru. Hasilnya adalah produk Scrapbook yang lengkap dinilai sangat baik dan layak untuk digunakan sebagai media pembelajaran pengenalan alfabet bagi peserta didik prasekolah.

Kata Kunci: *Alfabet; Peserta Didik Prasekolah; Scrapbook*

INTRODUCTION

These days, as a teacher, it is important to know approximately students' interest and students' needs within the classroom to discover engaging media for teaching and learning. The teachers have to discover interesting media for students to fortify their sensory and auditory learning in learning Alphabet. Mascle (2017) stated that learning Alphabet should begin early in a child's life. According to Bakhsh (2016), the characteristics of preschool learners specified are they get bored quickly. Children have no choice to attend school. Preschool children tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them (Klein, 2005). Hence, to dodge that lesson, exercises have to be fun, interesting, and energizing, as conceivable by setting up the exciting activities. Preschool learners learn the Alphabet and sound instruction or phonetics as the primary step in learning. In order to read independently and construct meaning from the text, the students need to be able to identify words automatically. Hence, children must begin to distinguish letter names and then produce the letter sounds. This letter-naming knowledge potentially could help children to draw phonological clues from letter names (Foulin, 2005). Cameron (2001) stated that preschool children may learn a foreign language incredibly effectively before puberty because their brains can still use the mechanisms that assisted first language acquisition. Children learn to recognize their own, to begin with, the name together with other Alphabet and significant words. Preschool learners are curious about everything they see and hear (Hasting, 2014; Howe, 2009). Preschool learners will also create a connection between Alphabet and sounds and know a few of the sounds that Alphabet makes.

Most of the bilingual preschools in Pontianak used the Cambridge curriculum as their educational modules. Therefore, the researcher adjusted the item concurring with the curriculum utilized by the school and the needs of the students. Cambridge schools children curriculum is pointed to construct social, physical and cognitive abilities. The curriculum sets clear learning targets and centres on creating information and aptitudes in all subjects, giving great establishment for the following instruction. The curriculum is flexible. Hence schools can offer any combination of the subject available. One of the teachers' roles is to teach the Alphabet and its sounds to preschool learners. Alphabet knowledge may require more practice, more explicit instruction, and longer learning time (Matheson, 2005). When the teacher teaches through books, the teachers can present the Alphabet through all ranges of the curriculum.

The teachers treat the book as a tool and expand the Alphabet teaching into areas for the preschool learners to learn. Teaching the Alphabet has been debated, but there is a 23 consensus that letter names and letter sounds should be taught in combination (Piasta, 2010). In addition, preschool learners require lots of opportunities to memorize through sensory and auditory and visual stimulation. From these cases, to support the students learning the Alphabet, the researcher developed the Scrapbook as a supplementary media to introduce Alphabet for preschool learners. In line with this, Nedved (2012) point out that Scrapbook is an exciting media for both students and teacher. Furthermore, he adds that Scrapbook helps to create a motivational environment. This has been supported by findings that children taught Alphabet, some with the letter-sound included in the name and

others without, showed a stronger tendency to recall the pseudo-alphabet with some letter-sound information (Share, 2004).

The previous research was done by Rohaya (2013) at a preschool located in Tronoh, Malaysia. She researched learning with Augmented Reality Alphabet book for preschool children. The purpose of her research is to do fun learning with Augmented Reality for preschool learners. This research focuses on introducing Alphabet to preschool learners. Another previous research was conducted by Karimkhanlooei (2015). The researcher researched teaching Alphabet, reading and writing for kids between 3-6 years old as a second language. The researcher did this study to investigate the effectiveness of either one of the phonics vs traditional approaches in teaching Alphabet, reading and writing for kids who were learning English as a second language.

The differences between this research and the previous study are that this research focuses on teaching and learning Alphabet through material that the researcher has developed. The researcher has developed the Scrapbook according to the students' needs in learning the Alphabet. Therefore the students may play while learning with the 3D decoration inside the Scrapbook. The decoration of Scrapbook as material for teaching and learning is the novelty of this research. The researcher has conducted the Scrapbook as supplementary material for the preschool learner in learning Alphabet. The researcher has developed the Scrapbook to help the teacher to apply it in teaching and learning. This kind of material increased the students' interest while reading a book. The students do not feel bored while learning Alphabet because the researcher has developed the Scrapbook as a teaching tool. The researcher used development research on developing Scrapbook as supplementary material for preschool learners.

METHOD

Considering the research issues, this research used development research. Development research aims to develop new or improved interventions or procedures to achieve well-specified learning goals objectives. In this research, the researcher used the ADDIE concept to create Scrapbook to introduce the Alphabet. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. The research procedures that the researcher used only three phases of ADDIE, which is ADD (Analyze, Design, Development). Qualitative data analysis proposed by Creswell (2012) refers to the processes and procedures used to analyze the data and provided some explanation.

The first phase is the analyzing phase. Like the beginning, the researcher surveyed and found out Darul Uloom Kindergarten that suited the preschool criteria and interviewed the teacher. The researcher interviewed two teachers that handled the class directly. In this phase, the researcher collaborated with the teacher to decide the perceived needs of students and used the interview as data collecting instruments. As a result of the interview, the condition, circumstance within the classroom, and the problem of the teaching and learning have been gathered. There is a lack of empirical evidence regarding letter-knowledge instruction (Phillips, 2008). Based on the interview, the school has no book about the Alphabet in the school. So is since the Alphabet is the essential knowledge, the teacher may teach the Alphabet autonomously. The students knew the Alphabet when the teacher

writes the Alphabet on the whiteboard but disregard the Alphabet in case the letters organized randomly. The researcher has done an investigation using an interview with the teacher in Darul Uloom Kindergarten Pontianak Kota to make sure the problem.

The second phase is the designing phase. The design phase aims to verify the desired performances and appropriate testing method (Branch, 2009). In this phase, it is fundamental to classify the learning program that will be designed. This phase ought to be able to answer whether the learning media designed can be used to overcome the problem of performance gaps that occur on students. In this phase, the researcher gathered and selected the appropriate and exciting material and decoration from the internet and other sources and then evaluate the selected material to be designed as the primary draft. In this phase, the Scrapbook has developed as interactive supplementary media. The first step of this phase is collecting the tools of Scrapbook and media such as pictures, thick paper, and interactive decoration. The next step was to integrate the complete tool needed into a Scrapbook. The researcher used teacher validation to evaluate the product.

Using development research, the researcher designed and developed Scrapbook to complete the students' needs according to their age. The teacher's contribution is essential in designing the book for students because the teacher is the one who knows the students' abilities and the students' needs in the classroom. The researcher focused on the colourful and eye-catching design for the students that are based on education. The object of this research is Scrapbook to introduce Alphabet for preschool learners. It is a product which used to introduce Alphabet for preschool learners. The participant of this research is the teacher in Darul Uloom Kindergarten Pontianak Kota as the source. The teacher role is as a source to get the students prior knowledge and gap. The teacher was the respondent of the interview and the source and information in formulating the students' need. The researcher also involved the teacher as a validator for the media.

FINDINGS

Since the analysis phase plays an important role in deciding whether the product is appropriately developed or not, by having the analysis and finding the problems, the teachers require a media that helps ease the teacher to introduce the Alphabet to the preschool learners. Therefore, it becomes a consideration for the researcher to design new material based on both the teachers' condition and students' condition. Therefore, the researcher provided an alternative way for introducing Alphabet named Scrapbook. By designing the Scrapbook, the researcher aims to help the teacher to introduce the Alphabet to the preschool learners by using the exciting and creative decorations of the Scrapbook.

The researcher designed the concept of the material that has been developed. Then, the researcher decided on the Scrapbook design that is suitable for the student's need. The researcher collected the Alphabet and the decorations from the internet. The researcher decided to use the colour theme to design the Scrapbook because it is appropriate for preschool learners to learn the Alphabet.

Figure 1: Pictures of the Scrapbook

The structure that the researcher used in the Scrapbook is the arrangement according to the Alphabet. The Scrapbook also consists of pictures representing the Alphabet's initial and phonetics to help the students and the teacher pronounce the Alphabet. The researcher put the information of each picture on the pictures description page inside the Scrapbook.

In the data collection part, the researcher used teachers' validation to validate the Scrapbook. The researcher wants to find out whether the Scrapbook is usable or not for preschool learners. The researcher made the assessment rubric for the teacher to assess the Scrapbook.

Table 1. Result of Assessment Rubric of First Teacher

POINTS	5	4	3	2	1	Category
Technical		4				
Content		4				
Design	5					
Quality	5					
Creativity	5					
Total Score:	**23**					

Table 1 shows the result of the assessment rubric from the first teacher. It shows the total score with a value of 23, which means the technical and content of the Scrapbook were good. The design, quality and creativity show the value five, which means very good.

Table 2. Result of Assessment Rubric of Second Teacher

POINTS	5	4	3	2	1	Category
Technical	5					
Content	5					
Design	5					
Quality	5					
Creativity	5					
Total Score:	**25**					

In analyzing the data from the assessment rubric the researcher used rating scale, which adapted from Walker (2013) instrument. Rating scale was scored by this formula:

$$P = \frac{result\ score}{amount\ of\ point\ X\ amount\ of\ categories = 5X5 = 25} \text{ x } \mathbf{100}$$

P = Percentage

Then the result will be measured by this table:

Table 3. Analysis scale

Percentage	Interpretation
0 – 25	Bad (revised)
26 – 50	Poor (revise)
51 – 75	Good
76 – 100	Very good

Based on the result above, the researcher found that the assessment rubric from two teachers was valid. The first teacher categorized the result of Scrapbook were considered Very Good with a percentage is 92%. The second teacher categorized the result of Scrapbook were considered Very Good with the percentage is 100%. Therefore, based on the data above, the researcher ensured that Scrapbook could be used as a supplementary media product to introduce Alphabet for young learners.

DISCUSSION

The researcher developed the Scrapbook in this research because the researcher provided supplementary media that can help the teaching-learning process introduce the Alphabet for preschool learners in Darul Uloom Kindergarten Pontianak. The method of this research is development research. This research consists of several phases: the analysis, design, and development phases.

In the analysis phase, some of the learning problems were gathered by the interview with one of the teachers in Darul Uloom Kindergarten Pontianak. In the age of nursery, preschool learners need adult guidance to know the shape and the sounds of the Alphabet. As stated in Bardige (2009), alphabet knowledge includes letter name knowledge such as capital or lowercase. The result of the analysis phase is the analysis of the learning problem when preschool learners learn the Alphabet as the basis to design a learning solution.

The next is the design phase; the design phase was conducted based on the analysis phase. In the design phase, the researcher constructed the model of the product and determined whether tools that are suitable to design Scrapbook. Ashworth and Wakefield (2005) claim that all preschool children are highly motivated to learn the language. Preschool learners also can change their mood easily, which they can feel bored quickly when they find something interesting for them, so they feel highly motivated to learn the language. The Scrapbook is a supplementary media for preschool learners to learn a foreign language, and it also helps the teacher teach Alphabet and sounds. The preschool learners are excited about the new material or new supplementary media applied in the classroom. The

Scrapbook is a unique book that can make preschool learners learn and play. The design phase determined the elements of the material in the learning that are objects of the product, the role of the learner, the role of the teacher, and the role of the material.

The last phase in this research is to develop phase. Solomon (2008) stated that Scrapbook is a unique photo album that page is filled not just with writing, memorabilia and decorations such as stickers, die-cuts, rubber-stamping and drawing but also bringing the media into the classroom through visuals and sounds. Furthermore, according to Bader (2005), scrapbooking is meaningful, relating to pasting newspaper clippings, magazine articles, photos (usually personal), and other memorabilia into custom-made albums or scrapbooks. The researcher used an album cover as the cover of the Scrapbook and the thick paper as the Scrapbook base and to make the paper folds. In this phase, the researcher constructed material that had been selected and gathered from many sources. Mostly, the researcher used the pictures from the Pinterest app as the source of the decorations. The researcher also developed the product based on the curriculum used in Darul Uloom Kindergarten Pontianak.

The teacher's role in this phase is a validator. Therefore, the teachers should give the score to the Scrapbook to determine whether the product is used or not. The researcher provided a Scrapbook assessment rubric for the teacher to find out the quality of the Scrapbook. The researcher provided five aspects for the teachers to assess; technical, content, design, quality, and creativity. Those aspects become a consideration in revising the product to improve the quality of the product. The researcher used the Scrapbook assessment rubric in collecting the data. The result of the rubric showed a good response from the teachers toward the Scrapbook. The total score for the rubric from the first teacher is 23, with a percentage of 92%. It is categorized as very good and or the rubric from the second teacher, the total is 25 with the percentage is 100%. It is also categorized as very good. The researcher combined the result of the rubric from both teachers to find the average score from those data. The average score of the Scrapbook assessment rubric from both teachers is 96%, and it is categorized as very good. Therefore, based on the average score before, it can be concluded that Scrapbook can be used as a supplementary media to introduce Alphabet for preschool learners.

The strength of the Scrapbook in this research is to add supplementary media to introduce the Alphabet for preschool learners. With this product, the teacher can use the book to introduce the Alphabet in a fun way. With the design and the decoration, the students will be attracted to learn the Alphabet. The teachers also can pronounce the Alphabet with the phonetic that already provided inside the book. Meanwhile, for the learners, this product will help them learn the Alphabet while playing with the decorations. In this product, the researcher provided the Alphabet and its phonetics and the pictures, paper folds, and 3D decorations that can attract the students' interest in learning the Alphabet.

According to Damayanti (2017), there are some weaknesses from the Scrapbook. The Scrapbook is made from thick paper. The paper is not waterproof when the paper exposed to water. Therefore, it will be damaged the paper. The Scrapbook also has to keep it clean because it is easy to get dirty and difficult to clean. Besides introducing the Alphabet, the Scrapbook can also help the students

recognize the pictures inside it, such as animals and things around them. Then, it can help the students to increase their vocabularies.

CONCLUSION

The Scrapbook design was designed with exciting and eye-catchy visualization, 3D pictures, and colourful paper folds. The product was also supported with the material based on the curriculum, which fulfils the needs of the teachers and the preschool learners in applying the Scrapbook.

The Construction of Scrapbook contains 26 letter names and letter sounds. The model of Scrapbook uses a hardcover album, which consists of 26 letters and its phonetics as the primary material. Moreover, the pictures and 3D decorations attract the preschool learners interest to play and learn with the Alphabet. The Alphabet has constructed alphabetically. Thus the teacher and the students can follow the contents contained in the product. The product was also designed with the appropriate layouts, such as paper size, pictures' management (cropping and resizing), colours, shapes, and fonts to produce the product with a suitable printing standard. According to the Scrapbook assessment rubric, it shows that the Scrapbook is suitable for preschool learners to learn the Alphabet. It has been evaluated by the teachers who handled the preschool learners' class. The technical, content, design, quality and creativity are suitable for the teacher and the preschool learners to introduce Alphabet.

Suggestions

After covering up the conclusions, several suggestions were proposed to the teacher, the students, and the other researchers; To the teacher, the researcher suggests that the teacher should give the media for the students to learn the Alphabet as it helped them learn Alphabet better. The students will understand the Alphabet easily if they practice more and pronounce and visualize the Alphabet frequently. The students can use a fun way to learn the Alphabet by using Scrapbook. It provides the Alphabet, pronunciation, and pictures representing the Alphabet's initial visualisation and their interest in the teaching and learning process. To other researchers, this research studies Scrapbook to introduce Alphabet: development research for preschool learners. It is hoped that this study can be used as an additional reference for the further researcher to introduce Alphabet or create the media that will contribute to teaching English, especially preschool learners.

REFERENCES

Ashworth, M. & Wakefield, H. P. (2005). Teaching the world's children: ESL for ages three to seven. *Forum: English Teaching 43(1)*. Washington DC: USA Department of State for teachers of English.

Bader, J. L. (2005). *The Effects of a Scrapbooking Project on Student Self-concept in an Inclusive Setting*. Education and Human Development Master's Theses. 430.

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching, 9(7),* 120. https://doi.org/10.5539/elt.v9n7p120

Bardige, B. (2009). *Talk to Me Baby!: How You Can Support Young Children's Language Development.* Paul H. Brookes Publishing Co.

Branch, R. M. (2009). *Instructional design*: *The ADDIE Approach.* New York: Springer.

Cameron. (2001). *Teaching languages for preschool learners*. Cambridge University Press. The United Kingdom.

Creswell. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education Inc.

Damayanti, M. (2017). Pengaruh media scrapbook (buku tempel) terhadap hasil belajar siswa materi keanekaragaman rumah adat di Indonesia kelas IV sekolah dasar. *Jurnal Pendidikan Guru Sekolah Dasar. 9(3)*

Foulin. (2005). *Why is letter-name knowledge such a good predictor of learning to read?.* Kluwer Academic Publisher.

Hasting, D. (2014). Preschool children: know their needs and characteristics*.* Palm Spring, California. Retrieved from https://www.firstschool.net/blog/preschool-children-know-their-needs-and-characteristics

Howe, J. (2009). *Characteristics of preschool children*. Christian Reformed Church in North America.

Karimkhanlooei, G. (2015). *Teaching alphabet, reading and writing for kids between 3-6 years old as a second language*. Elsevier Ltd.

Klein. (2005). *Teaching young learners*. United States Department of State. English Teaching Forum.

Matheson. (2005). *Media discourses: analyzing media texts*. England: Open University Press.

Mascle, D. (2017). Learning the alphabet: why it is so important for children. Retrieved from https://whatsfordinner.net/articles/article-Learning-The-Alphabet-Why-It-Is-So-Important-For-Children.html

Nedved, J.A. (2012). *Developing Student Expression with the Book, Scraps*. Asia University Press. Singapore.

Phillips, L. (2008). *Unlocking the doors: is parents' reading to children the key to early literacy development?*. Canadian Psychology.

Piasta, S. B., & Wagner, R. K. (2010). Learning Letter Names and Sounds: Effects of Instruction, Letter Type, and Phonological Processing Skill. *Journal of Experimental Child Psychology, 10/5*, 324-344.

Rohaya, D. (2013). *Fun learning with AR alphabet book for preschool children*. Elsevier B.V.

Share, D. L. (2004). Knowing letter names and learning letter sounds: A causal connection. *Journal of Experimental Child Psychology, 88(3), 213–233*. https://doi.org/10.1016/j.jecp.2004.03.005

Solomon, L.E. (2008). *Reading, Writing & Scrapping: Scrapbooking as a Teaching Tool*. New York: Pearson/Longman.

Walker, H. (2013). *Establishing Content Validity of An Evaluation Rubric for Mobile Technology Applications Utilizing The DELPHI Method.* Baltimore, Maryland.

NATIONALISM IDEOLOGY: CRITICAL DISCOURSE ANALYSIS OF JOKO WIDODO'S SPEECH IN INDONESIAN PRESIDENTIAL ELECTION

Diah Merrita

Sekolah Tinggi Bahasa Asing LIA, Indonesia

ABSTRACT

Nationalism is a crucial trait a leader must have, especially a leader of a nation. It sticks to the leader as the role model for his nation. This research aims at analyzing a number of propositions in Joko Widodo's victory speech as the chosen president during 2019—2024 taken from online news media. Proposition analyses are conducted in order to gain a number of macro propositions and nationalism ideology. This research uses proposition theory proposed by Teun van Dijk (1980) and critical discourse analysis from Norman Fairclough (1992). The result of this qualitative research reveals 18 macro propositions and six nationalism ideologies such as leadership attitude which prioritizes citizen welfare, reflection as a visionary leader, competitive attitude towards other countries, focus on unity of nation, a leader carrying out improvement in several sectors, and a proud leader towards Indonesia. The result also reveals that the prepositions uttered are in line with the nationalism concept proposed by Smith (2010), such as self-awareness as a part of a nation, a part of nation development, social and political movements for the sake of nation, and put nation's necessities as the main attention and promote well-being.

Keywords: *Critical Discourse Analysis; Nationalism; Proposition*

ABSTRAK

Nasionalisme merupakan sikap krusial yang harus dimiliki oleh pemimpin, khususnya pemimpin bangsa. Sikap tersebut melekat pada pemimpin sebagai seorang panutan bagi bangsanya. Penelitian ini menganalisis sejumlah proposisi dalam teks pidato kemenangan Joko Widodo sebagai presiden terpilih periode 2019—2024 yang diambil dari portal berita daring. Analisis proposisi dilakukan untuk mendapatkan sejumlah proposisi makro dan ideologi nasionalisme. Teori proposisi diambil berdasarkan gagasan Van Dijk (1980) dan teori analisis wacana kritis dari Fairclough (1992). Hasil penelitian kualitatif ini menunjukkan 18 proposisi makro dan enam nilai ideologi nasionalisme, seperti sikap kepemimpinan yang mengutamakan kepentingan rakyat, cermin diri sebagai pemimpin yang visioner, memiliki jiwa kompetitif dengan negara lain, fokus pada persatuan bangsa, pemimpin yang melakukan peningkatan di beberapa sektor, dan memiliki rasa bangga terhadap bangsa Indonesia. Hasil penelitian ini juga menunjukkan bahwa proposisi yang dituturkan sejalan dengan konsep nasionalisme yang diprakarsai oleh Smith (2010) yaitu kesadaran diri sebagai suatu bangsa, pertumbuhan suatu bangsa, gerakan sosial dan politik atas nama bangsa, dan menempatkan kepentingan bangsa sebagai pusat perhatian dan memajukan kesejahteraan.

Kata Kunci: *Analisis Wacana Kritis; Nasionalisme; Proposisi*

INTRODUCTION

Indonesia has just conducted a democratic party, a presidential election, for 2019—2024 period. From two pairs of candidates, Joko Widodo and Ma'ruf Amin were elected to lead Indonesia during the next five years. According to the announced result from General Elections Commission of Indonesia (KPU RI, 2019), Joko Widodo and Ma'ruf Amin gained the most votes (55.29%) compared to the other candidate. Moreover, on July 14, 2019, Joko Widodo delivered his vision and mission regarding his leadership and Ma'ruf Amin's for the next five years which was known as Indonesian Vision speech.

Talking about Joko Widodo, it is closely related to nationalism values which are understood and perceived as a leader. Meanwhile, nationalism is defined as an ideology as nation's major concern (Smith, 2010). Therefore, nationalism is a formidable task for Indonesia. Joko Widodo is a leader and a role model in Indonesia who must reflect that nationalism attitude. Northouse (2019) said that leadership is a process carried out by an individual to influence other individuals to achieve objectives together. That idea was in line with what Haq, A.S., Indrayani, L.M. & Soemantri (2020) said that an individual delivers and implies a feeling and other values through social phenomena to achieve his objectives. The objectives can be achieved by persuading, convincing, influencing or negotiating in social interaction.

The speech, entitled *Indonesian Vision* uttered by Joko Widodo, is closely related to the use of language as media discourse. Fairclough (1992) said that regarding a discourse term, the use of language is as social practice instead of only individual activities. Moreover, critical discourse analysis as one of linguistics disciplines emphasizes power relation and ideology in discourse. Van Dijk (2000) contended that ideology indirectly appears in text and utterance. Therefore, the use of language, text, utterance, verbal interaction, and communication are analyzed under discourse labels.

Discourse, regarding critical discourse analysis, is seen as a medium for ideology to produce and form. Also, it deals with the linguistics characteristics of social relationship, social structures, and power (Gowhary et al., 2015). Van Dijk (Wang, 2017) said that ideology has roles in reproducing or as an opponent of dominance, therefore discourse analysis framework is actually an ideology analysis. Van Dijk (2000) added that ideology is as belief systems shared to a certain group. It is also as purposes and group interests, basic beliefs of a group and its member, the basis of social practice, beliefs shared which are relevant to group characteristics, such as identity, position in society, interest and purpose, and the relation between one group to another group.

Meanwhile, critical discourse analysis (CDA) is an approach that aims to reveal power in the text by analyzing linguistics features. Ruth Wodak said that CDA is also used to analyze dominance structural relation, discrimination, power, and control when they appear in form of language (Huckin et al., 2012). By using CDA, the ideology in the text is obviously seen. It is in accordance with Darani (2014) who argued that the text is not that simple, but it is infiltrated with ideologies and agendas.

Van Dijk (Wang, 2017) added that discourse is a social practice and interaction. CDA analyzes text in detail to reveal what types of discourse are being portrayed to readers. In addition, Eissa (2014) contended that the main concern of critical discourse analysis is to uncover ideologies between the relationship of discursive and social practices.

Fairclough (1992) in his book *Discourse and Social Change* argued that discourse is also social practice, so that discourse is representative. To find out why discourse is representative and a part of social practice, he introduced a concept in CDA called three-dimensional conception encompassing text, discursive practice, and social practice.

Meanwhile, Smith (2010) said that nationalism refers to three things, they are language and symbol, socio-politic movements, and ideologies of a nation.

Holmes (as cited in Merrita, 2013) said that the way an individual uses a language can determine what he concerns about, what point he develops, and how he behaves.

Previous research aimed at identifying ideologies in a political campaign was conducted by Gbadegesin & Onanuga (2019). Their focus was on the synergetic wielding of ideologies and identities as persuasive strategies by candidates. They identified differences in the transfering ideologies of the two parties using Multimodal Critical Discourse Analysis tools. The data were six official campaign videos in Nigerian general election which came from People's Democratic Party (PDP) and All Progressives Congress (APC). The results revealed that PDP showed progressivism ideology and two identities such as progressivist and achiever identities. Meanwhile, APC showed reformism ideology and rescuer identities.

Another previous research was from Vessey (2021) who examined nationalist language ideologies in tweets during the run-up to the 2019 Canadian general election. A corpus used was 123,058 tweets obtained by using a discourse analytic approach. Findings revealed that language issues are not the focus of the 2019 election. Evidence of different language ideologies also appeared from the data.

Moreover, Van Dijk (2000) defined a proposition as a meaning unit which is traditionally defined as meaning expressing complete thought or an idea as something assumed as true or false. Proposition, in particular, is expressed in a simple clause such as in *women and men are equal*. In another definition, a proposition is defined as a composition of predicate and one or more arguments as in *beats John, Mary.* Then, Van Dijk (1980) introduced the terms micro and macro propositions in discourse. The macro proposition is conceptualized as a global proposition and vise versa. He continued that proposition analyses to acquire macro propositions encompass three techniques such as deletion, generalization, and construction.

Unlike Gbadegesin & Onanuga (2019) who focused on ideologies and identities as parts of strategies to win the election or Vessey (2021) who examined nationalist language identities in tweets in the Canadian general election, the scope of this study mainly focuses on how macro propositions are constructed by the relation among propositions, how nationalism ideologies implied in the text can appear using Fairclough's critical discourse analysis (1992), and how Joko Widodo, the elected President of Indonesia's utterances are in line with Smith's notion (2010) about nationalism concept. Furthermore, this research offers a combination between linguistics and another social concept, nationalism. It also offers that this combination can reveal an elected leader's nationalism ideology values which become a nation's major concern (Smith, 2010). In short, the research's focus is on Joko Widodo's nationalism ideologies and utterance suitability with the nationalism concept. The objectives are: (1) to find out macro propositions related to Joko Widodo's nationalism attitudes, (2) to find out Joko Widodo's nationalism ideologies in his victory speech, and (3) to find out propositions showing nationalism attitudes.

METHOD

The research employs qualitative research which based on Creswell (2013), it is an approach used to explore and comprehend problems related to social problems and it does not examine the relation among variables and is not written in numbers. The data is Joko Widodo's victory speech when he was delivering it in Sentul on July 14, 2019, as the elected President of Indonesia for 2019—2024 entitled *Indonesian Vision*. The data were taken from online news media (Tribun-Timur.com, 2019). The speech was started with greetings and followed by several issues such as management, infrastructure, human resources, and so on. The speech, a written text, is examined by breaking the text down into micro propositions and they are classified into categories based on similar topics. Not all Joko Widodo's utterances are used since the researcher merely collects propositions that are considered to have nationalism values in each topic of conversation. For that reason, this research leans on the definition of what nationalism is from Smith (2010) as an operational definition. Van Dijk's (1980) notion about proposition theory is used. He introduced the concept of macrorules to obtain macro propositions by applying deletion, generalization, and construction methods. Also, this research uses CDA proposed by Fairclough (1992) to acquire Joko Widodo's nationalism ideology values. This is carried out by leaning on the concepts of what ideologies are from Van Dijk (2000). Furthermore, micro propositions which are already classified based on their topic of conversation are identified. It is identified using Smith's (2010) notion about nationalism so that this research can find out Joko Widodo's utterance suitability towards nationalism concepts.

FINDINGS
Macro Propositions

In accordance with these research objectives, the first step is finding out several micro propositions, they are grouped, and given numbers as code. It is found that there are 18 macro propositions that are relevant to nationalism produced by the relation among propositions. Those macro propositions encompass Indonesian's objectives which are going to be achieved, optimistic attitudes that Indonesian can be a competitive country, Pancasila ideology which must be internalized by all Indonesians, Indonesian's identities as a nation that have excellencies in human resources, culture, demography, and how Joko Widodo represents himself as a leader giving attention to his people such as the absorption of the national budget to them and prioritize pregnancy women's and children's health. Those macro propositions are presented as follows.

Table 1. Macro Propositions

Proposition Code	Macro Propositions
1	Indonesia should be a more productive, competitive, and flexible country towards changes.
2	The development of infrastructure will be continued to develop.
3	The health of pregnant women and children is the keys to human resources development.
4	Education qualities in vocational school and training are important.
5	The government will support education and self-development for Indonesian talents.
6	We have to develop Indonesia to be adaptive, productive, innovative, and competitive.
7	State budgets have to be beneficial for citizens.

8	Dreams can merely be achieved if Indonesians are united and optimistic.
9	We are a country having excellencies in culture, demography, and human resources.
10	We have to believe that we can be one of the resilient countries.
11	*Pancasila* (Indonesian five principles) is the only ideology in which an Indonesian has to be a part.
12	We have to be sure that we can be one of the resilient countries in the world.
13	*Pancasila* is our home as a compatriot.
14	We want to be together in a beautiful *Bhinneka Tunggal Ika* (unity in diversity) and hold on to *Pancasila*.
15	All of us honor personalities, dignities, Indonesian democracy to be better, fair, and welfare.
16	The better Indonesia is Indonesia in which none of the citizens left behind to achieve dreams.
17	Indonesia is a country mastering science and technologies, having equality in law, and is able to protect the nation.
18	Indonesia is capable only if they are united.

Nationalism Ideologies

In accordance with what Fairclough said about three-dimensional conception, the first level of analysis in CDA is text, followed by discourse practice, and socio-cultural dimension. Based on the analysis of micro propositions, it is revealed how Joko Widodo constructs himself in front of an audience as the following identities.

a.   A leader prioritizing people's necessity

Joko Widodo frequently uses the word *rakyat* (citizen) and it is related to the national budget and Indonesia. It can be implied from the following propositions.

Table 2. A leader prioritizing people's necessity

Proposition Code	Propositions
7c	Every single rupiah from the state budget has to give a contribution to citizens.
7d	Every rupiah from the state budget has to escalate people's welfare.
16a	The better Indonesia is Indonesia in which none of the citizens left behind to achieve dreams.
16b	A democratic Indonesia can be perceived by all citizens.

b.   A visionary leader for the sake of Indonesian's well-being

Propositions presented use the word *menuju* (heading), *ke depan* (to the future), and modality *akan* (will) which imply that he shows desire or dreams that will be achieved. The identification is presented in the following table.

Table 3. A visionary leader for the sake of Indonesian's well-being

Proposition Code	Propositions
1b	Heading to a more productive country
1c	Heading to a competitive country
1d	Heading to a country having high flexibility towards changes
3b	Human resources development is the key to future Indonesia
15d	All of us will bring Indonesia to be better, fair, and welfare.

c.   A leader improving qualities in several sectors
The sectors are infrastructure, human resources, education, and the establishment of a new institution to accommodate people's talent. The propositions are as follows.

Table 4. A leader improving qualities in several sectors

Proposition Code	Propositions
2a	The development of infrastructure will be continued to develop
2c	We will connect big infrastructures with citizen production areas
3a	We will prioritize human resources development
4a	Education quality will be kept improved
5a	We will also develop an Indonesian talent management institution

d.   A competitive leader towards other countries
He uses the word *kompetitif* (competitive), a phrase *percaya diri dan berani menghadapi tantangan global* (confident and brave facing global challenges), and a phrase *menjadi salah satu negara terkuat* (becoming one of the resilient countries) which imply his competitive identity. The propositions are presented as follows.

Table 5. A competitive leader towards other countries

Proposition Code	Propositions
6g	We will keep developing a competitive Indonesia
10b	We have to be confident and brave facing global challenges
10c	We have to be sure that we can be one of the resilient countries

e.   A leader prioritizing unity
In the propositions, he utters *bersatu* (united), *ber-Bhinneka Tunggal Ika* (unity in diversity), and *persatuan dan kesatuan* (unity)*.* It indicates that he also concerns about the unity of a nation. The propositions are as follows.

Table 6. A leader prioritizing unity

Proposition Code	Propositions
8a	Dreams can merely be achieved if we are united
9a	We are a *Bhinneka Tunggal Ika* (unity in diversity) country
11a	Unity of nation is the major bond in achieving progress

f.   A leader who is proud of his nation
His pride of Indonesia is portrayed by the use of *negara besar (big country)*, *luar biasa* (incredible), *menjunjung tinggi* (upholding), and *menguasai* (mastering). This idea is presented in the following propositions.

Table 7. A leader who is proud of his nation

Proposition Code	Propositions
8d	Our country is a big country
9b	We have an incredible cultural wealth
15c	All of us uphold Indonesia's dignity
17b	Indonesia masters a world's class science and technologies

The data also develop a relation between Joko Widodo and Indonesians through propositions, that is a relation developed by a leader with dreams and vision and mission for the sake of Indonesians. He also dominantly constructs propositions into action. This action is what Halliday & Matthiessen (2004) called material process as cited in Nugraha & Mahdi (2020). It is a process of doing involving actor and goal. The use of material process and modalities *akan* (will) and *harus* (must) interpret a plan and his seriousness towards his vision and mission. In several propositions, he also uses pronoun *kita* (we) which means effort carried out are not only his work, but also others' work and plans. Meanwhile, the word *terus (keep going)* indicates that he is showing what he has done and still be continued. The propositions are as follows.

(2c) *Kita akan menyambungkan infrastruktur besar dengan kawasan produksi rakyat*
(2c) We will connect big infrastructures with citizen production areas
(3a) *Kita akan menyambungkan infrastruktur besar dengan kawasan produksi rakyat*
(3a) We will connect big infrastructures with citizen production areas
(6g) *Kita harus terus membangun Indonesia yang kompetitif*
(6g) We will keep developing a competitive Indonesia

With the utterance style which is formal and persuasive, discourse production is developed by emphasizing ideas and dreams to bring Indonesia forward. The explanation of plan he carries out is a part of his purposes so that people can recognize his leadership record so far. The discourse is also developed to use conjunctions *bahwa* (which) and the word *ingat* (remember) in order to lead opinion to information that already exists. This idea is presented in the following propositions.

(8a) *Saya ingatkan bahwa mimpi-mimpi besar hanya bisa terwujud jika kita bersatu!*
(8a) I remind you that big dreams can merely be achieved if we are united!
(8d) *Kita harus ingat bahwa negara kita adalah negara besar!*
(8d) We have to remember that our country is a big country!

Nationalism

Smith (2010) revealed that nationalism is a forming process or the growth of a nation, self-awareness as a part of a nation, language and symbol, social and political movements on behalf of a nation, doctrine and/or nation ideology, and ideology placing nation's necessity as priority. By leaning on those concepts, the researcher finds out some nationalism values implied in Joko Widodo's victory speech. Those values are as follows.

a.   A forming process or the growth of a nation

Propositions uttered by Joko Widodo reflect one of nationalism concept proposed by Smith, that is forming process or the growth of a nation. These propositions using the words *menuju* (heading), *pembangunan SDM* (human resources development), and *terus membangun* (keep developing) show his plan in developing Indonesia.

(1b) *Menuju negara yang lebih produktif*
(1b) Heading to a more productive country
(3b) *Pembangunan SDM menjadi kunci Indonesia ke depan*
(3b) Human resource development is the key to future Indonesia
(6g) *Kita harus terus membangun Indonesia yang kompetitif*
(6g) We have to keep developing a competitive Indonesia

b. Self-awareness as a part of a nation

As a leader and a part of Indonesia, he, several times talks about unity which is reflected in the use of *Bhinneka Tunggal Ika* (unity in diversity) and *Pancasila* (the Indonesian five principles). This is, therefore, in accordance with the nationalism concept above.

(9a) *Kita adalah negara yang ber-Bhinneka Tunggal Ika*
(9a) We are a country with *Bhinneka Tunggal Ika* (unity in diversity)
(14b) Kita ingin bersama dalam *Bhinneka Tunggal Ika*
(14b) We want to be together in *Bhinneka Tunggal Ika*
(11d) *Pancasila adalah satu-satunya ideologi bangsa*
(11d) *Pancasila* is the only Indonesian's ideology

c. Social and political movements on behalf of a nation

He also invites people to do social and political movements on behalf of Indonesia by emphasizing that *Pancasila* (the Indonesian five principles) is Indonesians' home and everyone must internalize *Bhinneka Tunggal Ika* (unity in diversity).

(11b) *Persatuan dan persaudaraan kita harus terus diperkuat*
(11b) Our unity has to be strengthened
(13a) *Pancasila adalah rumah kita bersama sebagai saudara sebangsa*
(13a) *Pancasila* is our home as a compatriot
(13b) *Tidak ada toleransi* sedikitpun bagi yang mengganggu Pancasila!
(13b) There is no tolerance for the one disturbing *Pancasila*!
(13c) Tidak ada lagi orang Indonesia yang tidak mau *ber-Bhinneka Tunggal Ika*!
(13c) There is no more Indonesian who does not want to be in *Bhinneka Tunggal Ika*!

d. Placing nation's necessity as priority

These following propositions show that he puts Indonesia as his concern in which the result can be perceived by his people.

(7d) *Setiap rupiah dari APBN harus meningkatkan kesejahteraan masyarakat*
(7d) Every rupiah from state budget has to escalate people's welfare
(16b) *Indonesia yang demokratis dinikmati oleh seluruh rakyat*
(16b) A democratic Indonesia is perceived by all citizens
(18b) Ini saatnya *memikirkan tentang bangsa kita bersama*
(18b) This is the time thinking about out nation

DISCUSSION

This discussion of research reveals the research findings, in order to justify three research objectives: (1) to find out macro propositions related to Joko Widodo's nationalism attitudes, (2) to find out Joko Widodo's nationalism ideologies in his victory speech, and (3) to find out propositions showing nationalism values. This research sees that speech uttered by Joko Widodo implies messages in a form of discourse as stated by Van Dijk (1980) that text can lead people to understand the abstract underlying structure of a discourse. Also, Fairclough (1989) as cited in (Gowhary et al., 2015) viewed discourse as a building block. It constructs social identities, knowledge systems, and one's beliefs. They cited Van Dijk's ideas (1988) that discourse is a complex communicative event representing a social situation encompassing participants and their belongings. While, Louise Ahlstrand (2020) argued that ideology, lying in text and talk, is not always expressed explicitly.

Micro propositions which are grouped into a similar discussion show Joko Widodo's concern. His expectation to make Indonesia be a better country in infrastructure, human resources, unity, education issues are derived from the relation among propositions so that his main focus can be portrayed. The findings of the research show that there are eighteen macro propositions related to Joko Widodo's nationalism attitudes. These results are in line with what was argued by Van Dijk (1980) that macro propositions can be acquired by applying three concepts of macrorules. Therefore, infrastructure, education, unity, Indonesia's strengths, and others are seen as Joko Widodo's major concerns.

The researcher leans on van Dijk's thoughts about ideologies so that there are clear concepts about them. Based on the findings, there are six nationalism ideologies. Joko Widodo used words to encourage, influence, and convince his people to realize Indonesia's potential aspects. This is the role of a leader to make his people move. This is in line with what Northouse (2019) stated that leadership is a process to influence other people to achieve objectives together.
Van Dijk (2000) contended ideologies as purposes and interest, the basis of social practice (Chu & Huang, 2020), and shared beliefs that indirectly appears in the text. Van Dijk (2006), cited in Gbadegesin & Onanuga (2019) added that ideology is reproduced by text and talk and is conceptualized as beliefs and political power. Gowhary et al., (2015) also used Van Dijk's notion (2004) about ideologies which said that it is a set of belief systems involving an individual's beliefs, values, goals, and anticipations.

As it is written that ideologies are about purposes and interest, Joko Widodo used dictions that his purposes and interest were about *citizen*, *well-being*, *competitiveness*, *confidence*, *unity*, *Pancasila* (Indonesian five principles), and *Bhinneka Tunggal Ika* (unity in diversity). What he was thinking and concern about can be seen in a medium of language due to the fact that thought and language are inseparable (Bacon & Kaya, 2018). Therefore, dictions can bring meaning either implicitly or explicitly. It is supported by Katznelson & Bernstein (2017) who said that text is connected to each other explicitly and implicitly through the use of particular words, phrases, or structures. Also, they said that text emerges in relation to a certain ideological context, even Lo Bianco (2020) said that words are used to legitimize an activity. For this reason, structures do contribute to how Joko Widodo is presented. He tends to use the pronoun *kita* (we) in an active form meaning he brought his people's dreams. In addition, he also uses verbs such as *menuju* (heading), *meningkatkan* (escalating), *membangun* (developing), and so on as dictions to construct ideologies. This is what Van Dijk (1998) and Bazerman (2009) said cited in Idrus et al., (2014) that the use of verbs can lead to a number ideologies.

As the basis of social practice, he defines Indonesia's identities as a big country with great cultures. This means that Indonesia has exclusive values so that every Indonesian is obliged to be proud because nationalism according to Bujorean (2015) is an exclusive value a nation has.

Moreover, he also shared his beliefs by convincing other people that unity makes all the expectations and purposes come true. Furthermore, critical discourse analysis as one of the linguistics disciplines, in fact, can be supported with another social theory. It confirms Smith's (2010) ideas that nationalism is related to sociopolitical movement and an ideology of a nation which are understood through

language. Fairclough (1995), as cited in Khalida et al., (2013), argued that critical discourse analysis as a transdisciplinary approach that functions as a medium between two disciplines leading to a development of both. Also, critical discourse analysis is as an approach to identify ideologies (Gbadegesin & Onanuga, 2019; Gowhary et al., 2015; Filani, 2020). In addition, Fairclough (1995) cited in Eissa (2014) stated that CDA is an analytical approach to uncover ideologies implied in the discursive practices. Critical discourse analysis also sees important elements constructing the text with specific linguistic choices (Gowhary et al., 2015). Moreover, they argued that the scope of CDA is not merely in language structures and text, but also in the study of people.

Smith (2010) added that nationalism is a process of formation or growth, the consciousness of belonging to the nation, social and political movement on behalf of the nation, and an ideology. As the process of formation or growth, Joko Widodo stated how crucial development is and how Indonesia can be a more productive and competitive country with human resource improvement. He also added his concern that Indonesia is a democratic country where its economic aspects are aimed at citizen's welfare and invited all his people to ponder their country. This leads to how Joko Widodo sees the identity of Indonesia as a country which serves their own citizen for the sake of welfare. In addition to this finding, Smith (1994) and Gokalp (2004) as cited in Gelisli and Beisenbayeva (2015) stated that identity is a continuous process of formation. Meanwhile, the consciousness of belonging to the nation appeared when he uttered that he and his people hold on to *Bhinneka Tunggal Ika* (unity in diversity). As a social and political movement on behalf of a nation, he emphasized that his concern is on unity and what Indonesians do should be for the sake of Indonesian's welfare.

CONCLUSION

The researcher gains eighteen macro propositions related to nationalism and six nationalism ideologies, such as: a leader prioritizing people's necessity, visionary leader for the sake of Indonesian's well-being, a leader improving qualities in several sectors, competitive leader towards other countries, a leader prioritizing unity, and a leader who is proud of his nation. Also, the researcher acquires four nationalism attitudes, they are: a forming process or the growth of a nation, self-awareness as a part of a nation, social and political movements on behalf of a nation, and placing nation's necessity as a priority. Further research could investigate how propositions uttered by an elected leader are not merely based on certain nationalism values but also based on a psychological point of view.

REFERENCES

Bacon, H. R., & Kaya, J. (2018). Imagined communities and identities: A spaciotemporal discourse analysis of one woman's literacy journey. *Linguistics and Education*, *46*, 82–90. https://doi.org/10.1016/j.linged.2018.05.007

Bujorean, E. (2015). The Discourse of majority in Romanian textbooks: Nationalism versus europeanism. *Procedia - Social and Behavioral Sciences*, *180*(November 2014), 502–509. https://doi.org/10.1016/j.sbspro.2015.02.151

Chu, R. X., & Huang, C. T. (2020). The day after the apology: A critical discourse

analysis of President Tsai's national apology to Taiwan's indigenous peoples. *Discourse Studies*. https://doi.org/10.1177/1461445620942875

Creswell, J. W. (2013). John W. In *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Darani, L. H. (2014). Persuasive style and its realization through transitivity analysis: A SFL perspective. *Procedia - Social and Behavioral Sciences*, *158*, 179–186. https://doi.org/10.1016/j.sbspro.2014.12.066

Eissa, M. M. (2014). Polarized discourse in the news. *Procedia - Social and Behavioral Sciences*, *134*, 70–91. https://doi.org/10.1016/j.sbspro.2014.04.225

Fairclough, N. (1992). *Discourse and social change*. Polity Press.

Filani, I. (2020). A discourse analysis of national identity in Nigerian stand-up humour. *Discourse Studies*, *22*(3), 319–338. https://doi.org/10.1177/1461445620906035

Gbadegesin, V. O., & Onanuga, P. A. (2019). The enactment of ideology and self-presentation in political campaign videos of the 2015 general election in Nigeria. *Discourse, Context and Media*, *28*(xxxx), 121–130. https://doi.org/10.1016/j.dcm.2018.11.002

Gelisli, Y., & Beisenbayeva, L. (2015). Opinions of the university students studying in Kazakhstan about national identity. *Procedia - Social and Behavioral Sciences*, *197*(February), 486–493. https://doi.org/10.1016/j.sbspro.2015.07.409

Gowhary, H., Rahimi, F., Azizifar, A., & Jamalinesari, A. (2015). A critical discourse analysis of the electoral talks of Iranian presidential candidates in 2013. *Procedia - Social and Behavioral Sciences*, *192*, 132–141. https://doi.org/10.1016/j.sbspro.2015.06.020

Haq, A.S., Indrayani, L.M. & Soemantri, Y. S. (2020). Attitudinal meaning in Martin Luther King Jr speech: A functional grammar approach. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 14–22. https://doi.org/10.22219/celtic.v7i1.12126

Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical discourse analysis and rhetoric and composition. *College Composition and Communication*, *64*(1), 107–129. https://doi.org/https://www.jstor.org/stable/23264919

Idrus, M. M., Nor, N. F. M., & Ismail, I. S. (2014). Representing action: Transitivity and verb processes in Malaysian and Singaporean oral proceedings Over Batu Puteh Island issue. *Procedia - Social and Behavioral Sciences*, *118*, 180–183. https://doi.org/10.1016/j.sbspro.2014.02.024

Indonesia, K. P. U. R. (2019). *Hasil hitung suara pemilu presiden & wakil presiden RI 2019*. https://www.kpu.go.id/index.php/

Katznelson, N., & Bernstein, K. A. (2017). Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election. *Linguistics and Education*, *40*, 11–26. https://doi.org/10.1016/j.linged.2017.05.002

Khalida, N., Sholpan, Z., Bauyrzhan, B., & Ainash, B. (2013). Language and gender in political discourse (mass media interviews). *Procedia - Social and Behavioral Sciences*, *70*, 417–422. https://doi.org/10.1016/j.sbspro.2013.01.079

Lo Bianco, J. (2020). Ideologies of sign language and their repercussions in

language policy determinations. *Language and Communication*, *75*, 83–93. https://doi.org/10.1016/j.langcom.2020.09.002

Louise Ahlstrand, J. (2020). Strategies of ideological polarisation in the online news media: A social actor analysis of Megawati Soekarnoputri. *Discourse and Society*. https://doi.org/10.1177/0957926520961634

Merrita, D. (2013). *Ideologi kepemimpinan: Analisis wacana kritis pidato kampanye Joko Widodo dalam pilkada DKI Jakarta 2012*. Universitas Indonesia.

Northouse, P. G. (2019). *Leadership: Theory and practice* (8th ed.). Sage Publications.

Nugraha, I. S., & Mahdi, S. (2020). Transitivity system on building character of Mr. Summers in the lottery by Shirley Jackson. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *7*(1), 35–43. https://doi.org/10.22219/celtic.v7i1.11980

Smith, A. D. (2010). *Nationalism: Theory, ideology, history*. Polity Press.

Tribun-Timur.com. (2019). *Lengkap teks pidato kemenangan Jokowi di Sentul: Akan hajar pungli, bubarkan lembaga tak bermanfaat.* https://makassar.tribunnews.com/2019/07/14/lengkap-teks-pidato-kemenangan-jokowi-di-sentul-akan-hajar-pungli-bubarkan-lembaga-tak-bermanfaat

van Dijk, T. A. (2000). Ideology and discourse: A multidisciplinary introduction. In *Pompeu Fobra University, Barcelona*. Pompeu Fabra University.

Van Dijk, T. A. (1980). Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition. In *Macrostructures: An Interdisciplinary Study of Global Structures in Discourse, Interaction, and Cognition*. Lawrence Erlbaum Associates.

Vessey, R. (2021). Nationalist language ideologies in tweets about the 2019 Canadian general election. *Discourse, Context and Media*, *39*, 100447. https://doi.org/10.1016/j.dcm.2020.100447

Wang, J. (2017). Representations of the Chinese communist party's political ideologies in President Xi Jinping's discourse. *Discourse and Society*, *28*(4), 413–435. https://doi.org/10.1177/0957926516687418

APPENDIX

Tabel 1. Proposisi Makro

Kode Proposisi	Proposisi Makro
1	Indonesia harus menjadi negara yang lebih produktif, berdaya saing, dan fleksibel terhadap perubahan.
2	Pembangunan infrastruktur akan terus dikembangkan.
3	Kesehatan ibu hamil dan anak-anak adalah kunci pembangunan SDM.
4	Kualitas pendidikan di *vocational school* dan *training* penting.
5	Pemerintah akan memberikan dukungan pendidikan dan pengembangan diri bagi talenta Indonesia.
6	Kita harus membangun Indonesia menjadi adaptif, produktif, inovatif, dan kompetitif.
7	APBN harus bermanfaat bagi rakyat.
8	Mimpi hanya bisa terwujud jika bangsa Indonesia bersatu dan optimis.

9	Kita adalah negara yang memiliki keunggulan pada budaya, demografi, dan SDM.
10	Kita harus yakin bahwa kita bisa menjadi salah satu negara terkuat.
11	Pancasila adalah satu-satunya ideologi bangsa yang setiap warga negara harus menjadi bagian darinya.
12	Kita harus yakin bahwa kita bisa menjadi salah satu negara terkuat di dunia.
13	Pancasila adalah rumah kita bersama sebagai saudara sebangsa.
14	Kita ingin bersama dalam Bhinneka Tunggal Ika yang indah dan berideologi Pancasila.
15	Semua kita menjunjung tinggi kepribadian, martabat, demokrasi Indonesia menjadi maju, adil, dan makmur.
16	Indonesia maju adalah Indonesia yang tidak satu pun rakyatnya tertinggal untuk meraih cita-cita.
17	Indonesia adalah negara yang menguasai IPTEKS, berkedudukan sama dalam hukum, dan mampu mengamankan bangsa.
18	Indonesia mampu jika bersatu.

Tabel 2. Pemimpin yang Memprioritaskan Kepentingan Rakyat

Kode Proposisi	Proposisi
7c	Setiap rupiah dari APBN harus memberikan *manfaat untuk rakyat.*
7d	Setiap rupiah dari APBN harus meningkatkan *kesejahteraan masyarakat.*
16a	Indonesia maju adalah Indonesia yang tidak satu pun *rakyat*nya tertinggal untuk meraih cita-cita.
16b	Indonesia yang demokratis dinikmati oleh seluruh *rakyat.*

Tabel 3. Seorang Pempin yang Visioner atas nama Kesejahteraan Indonesia

Kode Proposisi	Proposisi
1b	*Menuju* negara yang lebih produktif
1c	*Menuju* negara yang memiliki daya saing
1d	*Menuju* negara yang memiliki fleksibilitas tinggi terhadap perubahan
3b	Pembangunan SDM menjadi kunci Indonesia *ke depan.*
15d	Semua kita *akan* membawa Indonesia menjadi Indonesia maju, adil, dan makmur.

Tabel 4. Pemimpin yang Meningkatkan Kualitas di Berbagai Sektor

Kode Proposisi	Proposisi
2a	*Pembangunan infrastruktur* akan terus kita lanjutkan.
2c	Kita akan menyambungkan *infrastruktur* besar dengan kawasan produksi rakyat.
3a	Kita akan memberikan prioritas *pembangunan pada SDM*.
4a	Kualitas *pendidikan* akan terus kita *tingkatkan*.
5a	Kita juga akan *membangun lembaga manajemen Talenta Indonesia*.

Tabel 5. Pemimpin yang Kompetitif terhadap Negara Lain

Kode Proposisi	Proposisi
6g	Kita harus terus membangun Indonesia yang *kompetitif*.
10b	Kita harus *percaya diri dan berani menghadapi tantangan global*.
10c	Kita harus yakin bahwa kita bisa *menjadi salah satu negara terkuat*.

Tabel 6. Pemimpin yang Memprioritaskan Persatuan

Kode Proposisi	Proposisi
8a	Mimpi hanya bisa terwujud jika kita *bersatu*.
9a	Kita adalah negara yang ber-*Bhinneka Tunggal Ika*.
11a	*Persatuan dan kesatuan* bangsa adalah pengikat utama dalam meraih kemajuan.

Tabel 7. Pemimpin yang Bangga terhadap Bangsanya

Kode Proposisi	Proposisi
8d	Negara hanya kita adalah *negara besar*.
9b	Kita memiliki kekayaan budaya yang *luar biasa*.
15c	Semua kita *menjunjung tinggi* martabat Indonesia.
17b	Indonesia *menguasai* ilmu pengetahuan dan teknologi kelas dunia.
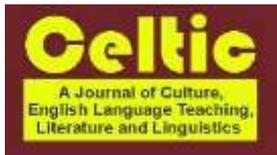
STUDENTS' PERCEPTIONS ABOUT THE ONLINE LISTENING COURSES DURING THE COVID-19 PANDEMIC

[1]Salsabila Gita Nurani*, [2]Utami Widiati
[1]Universitas Islam Malang, Indonesia
[2]Universitas Negeri Malang, Indonesia

ABSTRACT

The COVID-19 pandemic that has spread worldwide has recently changed many aspects of human life, including education. Since this pandemic requires every level of education to conduct the teaching and learning classes in online courses, all education aspects perceive the benefits and even the difficulties through this online course method. This study aimed at knowing the undergraduate students' perceptions about the online listening courses during the COVID-19 pandemic, focusing on the benefits and the difficulties of joining the courses. This survey study involved 74 undergraduate English students of a private university in Malang, Indonesia. An online questionnaire was distributed to the students via Google Form link, consisting of 30 statements with 4-scales of the Likert scale (strongly disagree, disagree, agree, strongly agree). All questionnaire items were valid at the .05 level and were highly reliable with a coefficient of .955. The average value of each item was then measured to reflect positive or negative perceptions. The findings showed that the students perceived positively not only to online listening courses' method but also the difficulties of the method. It means they agreed that online listening courses could be beneficial in this pandemic condition, but they also still have several difficulties joining it. Lastly, this research suggests further researchers use a mix-method research design in which they can include open-ended interviews to get deeper analysis.

Keywords: *COVID-19 pandemic; English students; listening courses; online learning; perceptions*

ABSTRAK

Pandemi COVID-19 yang merebak di seluruh dunia akhir-akhir ini telah mengubah banyak aspek kehidupan, termasuk pada pendidikan. Karena pandemi ini mengharuskan setiap jenjang pendidikan untuk mengadakan pembelajaran dan perkuliahan secara daring, semua aspek pendidikan merasakan manfaat atau pun kesulitan dalam metode pembelajaran daring ini. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi mahasiswa S1 Bahasa Inggris terhadap mata kuliah *Listening* (Menyimak) daring selama pandemi COVID-19, yang berfokus pada manfaat atau kesulitan mereka dalam mengikuti perkuliahan ini. Penelitian survei ini menyertakan 74 mahasiswa S1 Bahasa Inggris di suatu universitas swasta di Malang, Indonesia. Kuesioner daring disebarkan kepada mahasiswa melalui link Google Formulir yang berisi 30 item pernyataan dengan 4 skala Likert (sangat tidak setuju, tidak setuju, setuju, sangat setuju). Semua item kuesioner valid pada tingkat 0,05 dan sangat reliabel dengan koefisien sebesar 0,955. Nilai rata-rata setiap item kemudian diukur untuk mengetahui persepsi positif atau negatif. Temuan penelitian menunjukkan bahwa mahasiswa merespon positif terhadap mata kuliah Listening daring, tetapi mereka juga merespon positif terhadap kesulitan metode ini. Dengan demikian, dapat disimpulkan bahwa mahasiswa setuju jika mata kuliah Listening daring ini bermanfaat untuk digunakan selama masa pandemi, tetapi mereka juga masih memiliki kesulitan dalam mengikutinya. Terakhir, penelitian ini menyarankan peneliti selanjutnya untuk menggunakan desain penelitian metode campuran agar mereka dapat menggunakan wawancara terbuka kepada responden untuk mendapatkan analisis yang lebih dalam.

Kata Kunci: *mahasiswa S1 Bahasa Inggris; mata kuliah Listening; pembelajaran daring, pandemi COVID-19, persepsi*

INTRODUCTION

The COVID-19 pandemic that has spread worldwide has recently changed many aspects of human life, including education. Indonesian minister of education establishes a distance learning policy using online media to prevent the spread of coronavirus. In this case, Schleicher (2020) has identified many impacts of COVID-19 on education, including swelling financial spending on educational facilities, international student mobility which cannot be as free as before, losing instructional time in the school setting, difficulties measuring students' learning, the unpreparedness of digital learning support, confusion in determining how much the class size, and learning ineffectiveness to vocational school students. In Indonesia, the impacts of COVID-19 are also unavoidable. The Indonesian Minister of Education and Culture (Kemendikbud, 2020) states that teaching and learning activities during the pandemic cannot be carried out normally. Schools and educational institutions must be closed to prevent the spread of COVID-19. According to Yarrow, Masood, and Afkar (2020), this pandemic led to school closures in Indonesia. Therefore, educational institutions have to do distance and online learning. Yarrow et al. (2020) agreed that distance education has negative effects on school participation. It requires new skills for both teachers and students so that exclusion and inequality increased. Here, appropriate action is needed to support teaching and learning.

Since the government's regulation requires every level of education to conduct teaching and learning online, all aspects of educations perceived the benefits and even the difficulties of this method. Ritonga, Ritonga, Nurdianto, Kustati, Rehani, Lahmi, Yasmadi, and Pahri (2020) argued that online learning provides flexibility for both teachers and students since they can do the teaching and learning process anytime and anywhere. On the other hand, the difficulties usually found in online learning are that students cannot follow the teacher's explanation fluently and cannot focus on the material given, lousy internet connection, and power failure. It is in line with Agung, Surtikanti, and Quinones (2020) who stated that the major problem in the online learning process is the unavailability and unsustainability of internet connections. Furthermore, issues of advantages and disadvantages of online learning are also found in the language learning context, especially in listening courses. As known, listening courses are usually done offline in a silent and focused atmosphere. According to Asemota (2015), listening is a process that involves more than mere hearing of sounds and noises but including identifying, understanding, and interpreting the spoken languages. Likewise, Gilakjani and Ahmadi (2011) expressed that listening has an important role in communication. In learning the English context, it is a must for learners to get information and to understand the language. Therefore, learning to listen is essential to the English students and needs to be conducted in a focused class. If it is not conducted this way, problems may appear. For instance, Brunfaut and Révész (2015) stated that the difficulties of listening to English are based on the characteristics of listening tasks and the characteristics of the listeners. The characteristics of listening tasks are linguistic complexity, explicitness, speed of delivery, and responses. Besides, the characteristics of the listeners comprise working memory and listening anxiety.

Moreover, Armiun, Rahmatian, Safa, and Shairi (2017) agreed that factors of listening difficulties are concentration difficulties, high rate of speech, failing to recognize words, fatigue due to the length of texts, failing to construct the general meaning, and ineffective listening strategies use. It indicates that learning listening is a complex process, meaning that the students need comfort and enjoyment to deal with it. For this reason, the students' perceptions about the online listening courses need to be measured to know whether they perceived the enjoyment or the difficulties of this new learning system. The findings of this study are expected to provide an overview for the listening teachers or lecturers to consider the appropriate methods or activities that can be suitable for the students.

Literature Review

In the education field, the Indonesian government made the regulation to conduct the teaching and learning processes from home, as the distance and online learning. It is in line with Anggraeni and Amalia (2020), who argued that the Indonesian government made the regulations to reduce the spread of the Covid-19, such as using masks, work from home, distance and online learning, and others. Many researchers have already done studies about online learning of listening English even before this COVID-19 pandemic appears. Cigdem, Ozturk, and Topcu (2016) surveyed vocational military college students' perceptions of web-based listening comprehension tests. Their study revealed that the students perceived positive attitudes towards this web-based listening method. Besides, they perceived low usefulness as the direct impact of their learning of listening.

On the other hand, Amir and Kang (2018) reviewed some tools for developing students' listening English skills. They found that computer-assisted language learning (CALL) and the online resources-based listening program can help students gain their knowledge about the subject matter, accent the speaker, and make them easier to adjust the program based on their interest. However, their study was only reviewing some online learning tools that may positively affect developing students' listening skills. It had not been proved by examining students' perceptions about the effectiveness.

The next research comes from Karthikeyan and Dinesh (2019), who conducted experimental research using the Internet and Computer Technology (ICT) to develop engineering students' listening skills. They combined offline and online ICT tools in their study: podcasts, YouTube, websites, computers, projectors, interactive whiteboards, and audio speakers. The results showed that the students' listening skills were developed by this method. However, this study was limited to engineering students and did not specify the students' perceptions of using the tools. Furthermore, Al-Shamsi, Al-Mekhlafi, Busaidi, and Hilal (2020) conducted quasi-experimental research about the effect of mobile learning on English listening skills and attitudes of EFL adult learners in a military training institute. The results showed that mobile learning has a significant effect on the students' listening skills. For the attitude toward the mobile learning of listening using Google Classroom, the participants generally have positive perceptions. Then, Al-Shamsi et al. (2020) stated that mobile learning would be impossible without an internet connection

which means that internet connection was also a factor of successful online learning. However, this study was limited to the participants' gender that was all male.

In the Indonesian context, the research about online learning in listening classes was rarely conducted. Yoestara and Putri (2019) reviewed some literature about improving EFL students' listening and speaking skills by using podcasts. The podcasts were in form of online and downloaded versions. After reviewing the literature, they concluded that podcasts could be beneficial in improving students' listening skills. Nevertheless, this research only reviewed a few pieces of literature and did not conduct actual research on the students. Next, Saputra (2018) organized action research to know the students' perception of extensive listening through online media, YouTube. The results showed that studying extensive online listening through YouTube could help to increase vocabulary and get new information. However, this study focused on listening through YouTube only and was not conducted in the context of the COVID-19 pandemic. Therefore, the research about online listening courses needs to be developed based on today's pandemic condition to get the newest online listening research development result.

The next study in the Indonesian context comes from Nurhayati (2020), who conducted mix-method research during the COVID-19 pandemic. Her study aimed at knowing students' perspectives about the use of phonology and online media to enhance their listening skills. The results showed that students agreed if online media used in listening courses gave many benefits for their learning. It also found the positive effects of using online media in teaching listening courses. However, this study was limited to third-semester English students, and the researcher realized that the results might be different if it was conducted on other semester students.

In contrast, Susilowati (2020) found that online listening classes during the COVID-19 pandemic have several challenges for lecturers in applying suitable technological devices, preparing suitable materials, and applying suitable methods and strategies. As a limitation, this study was descriptive research from the lecturers' point of view. The important one is that the lecturer's guidance in teaching and learning is the key to the students' successful learning. The common and beneficial way to guide the students is by giving feedback. According to Aisyah and Wicaksono (2020), teacher feedback plays an important role in facilitating the learning process.

As those studies mostly showed positive perceptions of online learning, other studies also proved that this online method has several challenges. According to Amstrong (2011), online learning is less academically rigorous than students' experiences in face-to-face education. The findings of his study showed that students need communication to shape their interest in learning. They perceive negative issues on the implementation of technology, and the learning environment shaped their approach to learning. Moreover, Fojtík (2018) mentioned some challenges of online or distance learning, among others, teachers and students may have no or less experience in online learning, online learning requires the students to be highly motivated and able to manage the time efficiently, complex preparations in teaching and study materials, and issues of bad internet connections. As there were issues of advantages and disadvantages of online listening classes, the present study aims to identify students' perceptions of online listening courses, including the benefits or the difficulties of online learning in listening courses.

METHOD

This study employed a survey research design involving undergraduate students of the English Education Department of one private university in Malang, Indonesia, who had already attended the online listening courses during the pandemic, starting from the online learning regulation on March 2020 to April 2021. The samples of this study were 74 students who responded to the questionnaire in Google Form. They were 23 students from the second semester, 19 students from the fourth semester, and 32 students from the sixth semester. The instrument used in this study was a questionnaire adapted from Al-Shamsi et al. (2020). The questionnaire inspired the researcher since it measured the use of mobile devices in learning to listen from various aspects, including students' perceived usefulness and self-management of learning and intention to use mobile learning. The researcher adapted their questionnaire to be more appropriate with the context of this study, measuring the use of online listening courses in English university students. Then, it was developed into 30 items of statements with 4 options on the Likert scale. Here, the researcher measured the students' issues and their perceptions about the difficulties and the role of the lecturer. The questionnaire items then were divided into four parts, namely perceptions on the courses (1-8), perceptions on the lecturer's role (9-14), perceptions on the benefits (15-22), and perceptions on the difficulties (23-30).

Table 1. The Blueprint of the Questionnaire

No.	Indicators	Sub-indicators	Statement	Statement number
1	Learning processes	Satisfaction	Promoting the desire to learn	1
			Identifying topics or materials clearly	3
			Understanding materials completely	4
			Promoting critical thinking skills.	7
			Promoting the need of developing listening skills	8
			Perceiving the benefits	15
			Preferring to join than the face-to-face class	20
			Understand better than face-to-face learning	21
			Having more difficulties in understanding the materials than in face-to-face learning	30
		Interaction	Having the opportunity to interact with other students	2
			Easy to contact the lecturer	12
			The lecturer provides online discussion forums	13
2	Technical	Easiness	Having enough time to listen	5
			Downloading the materials	6
			Accessing the materials or recordings	17
			Reopening or repeating the materials or recording	18
		Problems	Often perceive the difficulties in online listening	23
			Internet connection	24
			Technical problems such as power failure and runs out of battery	25

		Spending most of internet quota	26
		Internet quota for education from government and/or campus cannot be used optimally	29
3	Supports	Environment	More comfortable than face-to-face classes	16
			No interruption during the learning	19
			Getting free internet quota for education from government and/or campus	22
			Cannot focus to learn	27
			Annoyed by the surrounding crowded	28
		Lecturer's strategies	Providing virtual meetings	9
			Explaining the materials before giving the tasks	10
			Giving feedback in every lecture	11
			Giving e-book and/or printed book related to the materials	14

The questionnaire was then translated into the Indonesian language to ensure that it was easy to understand by the respondents, which ranged from the beginner until the higher semester of English university students with different levels of English skills and abilities. First, the researcher measured the validity and the reliability of the questionnaire by trying it out. It was delivered by using Google Form, and the students who responded to this tryout were 32 English students of the same private university where this research was conducted. Then, the validity and reliability were assessed by using SPSS 20. Overall, the questionnaire items were all valid at the .05 level based on the Pearson correlation (r > r-table = .3494) and it also gained a very high reliability level with the coefficient of Cronbach alpha was .955 (r ≥ 0.80).

After that, the questionnaire was delivered to the population via Google Form to collect the data. The 4-points Likert scale options were provided from very negative to very positive levels: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The higher the number that the students choose, the more they agree to the statement. Besides, the researcher used the average formula of Google Spreadsheet to analyze the data. The main finding was analyzed by the whole average score from the highest to the lowest result. The high score indicates the respondents' perceived agreement with the questionnaire item, whereas the low score implies that they disagree.

Moreover, the questionnaire was also analyzed to explore their perceptions of each questionnaire item. The result of each item was then compared to the total of 4 scores on the scale. If the result is higher than 2, which is half of the 4 scales, it means the good perception of the item is high, and vice versa.

FINDINGS

74 respondents answer all items in the questionnaire based on their perceptions and feelings. As mentioned in the method, the questionnaire had four parts: perceptions on the course(s), perceptions on the lecturer's role, perceptions on the benefits, and perceptions on the difficulties. The total mean scores of these parts are shown from the highest to the lowest in the table below.

Table 2. Main Finding

Part of the Questionnaire	Total Average Score
Perceptions on the Lecturer's Role	3.06
Perceptions on the Course(s)	2.92
Perceptions on the Difficulties	2.77
Perceptions on the Benefits	2.62

Based on Table 2, the highest total average comes from students' perceptions of the lecturer's role. This section obtained 3.06 of the total average score, which was the highest score among other sections. It means the respondents positively perceived the lecturer's role when she/he teaches the online listening courses during this COVID-19 pandemic. The statements in this part consist of several ways that the lecturer(s) used to meet the students' learning needs, such as providing online discussion forums, feedback, virtual meetings, and are always approachable by the students. Besides, todays' listening lecturers may already be able to adapt to online learning techniques so that the students feel that their learning needs can be adequately met. The second total average score is the aspect of students' perceptions about the course(s). This part holds several statements about easiness, satisfaction, and interaction with the total average score is 2.92. It is considered a high score because it is more than 2.5 out of 4 on the Likert scale. Therefore, it means the students' thought about online listening courses during the COVID-19 pandemic was positive and showed that most students feel satisfied with this online listening courses method. The next highest total mean score that occupies the third place is 2.77 from students' perceptions on the difficulties. This score is higher than the total average score of students' perceived benefits (avg. = 2.62), which becomes the lowest total mean scores of this study. It indicates that the respondents feel more difficulties rather than the benefits of this online learning system. This is reinforced by their higher answers on the statements in the perceived difficulties section. However, although they experienced more complexities in the online listening courses, the total average score of their perceived benefits, which was higher than 2 from 4-scale, showed that they still agreed that the courses are valuable even though conducted during the COVID-19 pandemic. Moreover, further explanations about the findings of each part of the questionnaire are described in the following sections.

Finding of the Perceptions on the Lecture's Role

The average results of the Perceptions on the Lecturer's Role are shown in the table below.

Table 3. Average of Perceptions on the Lecturer's Role

Statement	Item no.	Average
During the online listening course(s), the lecturer provides online discussion forums, chats, or other uses.	13	3.27
The lecturer gives an e-book or printed book related to the listening materials.	14	3.19
During the online listening course(s), the lecturer always gives feedback about the materials in every lecture.	11	3.12

Statement		
During the online listening course(s), the lecturer explains the materials via an online platform or application before giving the tasks.	10	3.00
During the online listening course(s), the lecturer is approachable and can be contacted easily when I need help.	12	2.95
During the online listening course(s), the lecturer always provides virtual meeting which is easy to join.	9	2.85
Total		**3.06**

The lecturer's role is one of the main factors that can benefit the students from the courses. Thus, an investigation about their perceptions of the lecturer's role is also needed. Table 3 shows the students' perceptions of the lecturer's role during the online listening courses. Each statement in this part got above 2 scores of the 4-scales, with the average total score was 3.06, which means the respondents perceived the positive perceptions on the lecturer's role during online listening courses. The highest average comes from statement number 13 with a score of 3.27. It means many respondents agreed that the lecturer provides online discussion forums, chats, and others. This score was followed by item number 14 with an average score was 3.19, which said that the lecturer gives e-book or printed books related to the materials. These were several lecturer's strategies that were beneficial to make the lessons easier for the students. Besides, the lowest average comes from statement number 9 with a score of 2.85 which means that some respondents argued that the lecturer always provides virtual meeting which is easy to join. There were also statement number 12 with an average score of 2.95 above the lowest score. It describes that several respondents agree that the lecturer is approachable when they need him/her.

Finding of the Perceptions on the Course(s)

The average results of the Perceptions on the Course(s) are shown from the highest to the lowest average in the table below.

Table 4. Average of Perceptions on the Course(s)

Statement	Item no.	Average
During the online listening course(s), I have enough time to listen to the recordings.	5	3.23
During the online listening course(s), I can download listening materials or recordings in every lecture easily.	6	3.18
Online listening course(s) promote my desire to learn.	1	3.15
Online listening course(s) meet my need to develop listening English skills.	8	3.01
Online listening course(s) promote my critical thinking skill development.	7	2.88
During the online listening course(s), I can identify the topic or material of the day clearly.	3	2.72
During the online listening course(s), I can understand the listening material completely.	4	2.62
During the online listening course(s), I have ample opportunities to interact with other students.	2	2.58
Total		**2.92**

The more students enjoy the courses, the more they absorb the knowledge. That is why their perceptions of the courses are essential to explore. Table 4

describes the students' perceptions of the online listening courses. All items in this part got above 2 scores of the 4-scales, with the average total score was 2.92. The highest average is from statement number 5, with an average score is 3.23. It means many respondents agree that they have enough time to listen to the recordings during the courses. It was followed by statement number 6, with an average score of 3.18. It indicates that the respondents feel the easiness of downloading the listening materials or recordings.

On the other hand, the lowest average comes from statement number 2, with a score of 2.58, which means that only a few respondents felt that they did not have big opportunities to interact with other students. Before this lowest mean score, there was statement number 4, which got 2.62 on the average score. It determines the students' agreement with the statement that they could understand the listening materials completely. Moreover, the total average score which was higher than 2 scores of the 4-scales showed that the respondents' perceptions about the online listening courses were positive.

Finding of the Perceptions on the Difficulties

The average results of the Perceptions on the benefits are shown from the highest to the lowest average in the table below.

Table 5. Perceptions on the Difficulties

Statement	Item no.	Average
During the online listening course(s), I cannot focus to learn or listen to the materials.	27	2.95
Internet quota for education from the government and/or from campus cannot be used optimally.	29	2.92
During the online listening course(s), I often feel annoyed by the crowd around me.	28	2.91
During the online listening course(s), I often have a problem with the internet connection.	24	2.82
I often perceive the difficulties of online listening course(s).	23	2.77
During the online listening course(s), I have more difficulties understanding the listening materials than during the face-to-face course(s).	30	2.72
During the online listening course(s), technical problems such as power failure, and runs out of battery may appear.	25	2.70
Online listening course(s) spend most of my internet quota.	26	2.35
Total		**2.77**

Students' perceptions of the difficulties of the online listening courses is one of the aims of this study. Table 5 shows their perceptions of the difficulties of online listening courses. The main point can be seen as the average total of their perceived difficulties was higher than the average total of their perceived benefits. The highest average comes from statement number 27, with a score of 2.95. It means many respondents agree that they could not focus on learning or listening to the materials during online listening courses. It was followed by item number 29, with an average score of 2.92. It reveals that many students agree that they cannot optimally use the free internet quota from the government and/or campus. Other than that, the lowest average is from statement number 26 with a score of 2.35, which means that several respondents argued that online listening courses spent the most of their internet

quota. There was also statement number 25 which gained 2.70 of the average score before the lowest score. It defines that the students usually have technical problems during the online listening courses. Moreover, all items in this part got above 2 scores of the 4-scales, with the average total score was 2.77, which means that the respondents' perceptions of the difficulties of online listening courses were positive.

Finding of the Perceptions on the Benefits
The average results of the Perceptions on the Benefits are shown from the highest to the lowest average in the table below.

Table 6. Perceptions on the Benefits

Statement	Item no.	Average
I can reopen or repeat the materials or recordings anytime and anywhere.	18	3.05
Listening materials or recordings can be accessed easily.	17	2.95
I perceive the benefits of online listening course(s).	15	2.77
I get the internet quota for education from the government and/or from campus.	22	2.65
I prefer to join listening course(s) online than offline (face-to-face).	20	2.47
I feel more comfortable joining the listening course(s) online than offline (face-to-face).	16	2.38
I can follow the online listening course(s) seamlessly without any interruption.	19	2.38
I can understand better if I join listening course(s) online than via offline (face-to-face).	21	2.32
Total		**2.62**

The last aim of the study was to identify the students' perceived benefits during the online listening courses' processes. Table 6 describes the students' perceived benefits of this online learning method. The highest average comes from statement number 18, with a score of 3.05. Therefore, it can be concluded that many respondents agreed they can reopen or repeat the materials or recordings anytime and anywhere. This highest mean score is followed by item number 17, with a score of 2.95, which means that the students also agree that the listening materials or recording can be accessed easily.

On the other hand, the lowest average comes from statement number 21 with a score of 2.32, which means that some respondents perceive that they could understand better when joining online listening courses than offline listening courses. Before this lowest score, there was item number 19, which got 2.38 in the average score. It describes the students' agreement that they can follow the online listening courses seamlessly. Furthermore, all items in this part got above 2 scores of the 4-scales, with the average total score was 2.62. This is the lowest total average score among other sections, but it still means that most respondents have positive thoughts on the benefits of online listening courses.

DISCUSSION

The discussion is started from the main finding section, which aimed to answer the research question about students' perceptions toward online listening courses during the COVID-19 pandemic. In this situation, the government made the regulations of conducting distance or online learning to reduce the spread of coronavirus (Anggraeni & Amalia, 2020). This study showed that the majority of the respondents felt that online listening courses were suitable and comfortable to join the teaching and learning process of listening in this pandemic era. This result is in line with Cigdem et al. (2016), whose research showed that the students perceived positive attitudes towards web-based listening comprehension tests because they perceived playfulness of this online method which is the most essential key of their behavioral intention. It is also in line with Karthikeyan and Dinesh (2019), who combined offline and online ICT tools in their research. Their results showed that the students' listening skills were developed by this method. Therefore, these results were appropriate with the result of the main finding where most respondents felt that the online learning process of the listening courses was suitable and comfortable to join.

The results of the perceptions on the lecturer's role showed positive perceptions from the respondents. This finding is appropriate with Nurhayati's (2020) study, which stated that online media used in teaching listening were effective, efficient, and useful. Overall, the result of every item in this section was positive. One of the lecturer's strategies here was providing feedback on the listening lectures. It is in line with Aisyah and Wicaksono (2020), who argued that teacher feedback plays an important role in facilitating the learning process. It proves that the methods used by the lecturer in teaching online listening courses were beneficial for them. Other statements in this part also gained positive responses. It can be concluded that the lecturer here succeeds in making the suitable online learning method, strategy, and materials for the students. The lecturer also could apply the appropriate technological devices or applications in teaching listening online. In this case, the finding was not suitable with Susilowati (2020) who argued that the lecturers have several challenges in teaching listening online, especially in applying technological devices, systems, applications, or platforms in preparing suitable materials and in applying suitable methods and strategies in teaching an online listening class. However, todays' lecturers may already be better able to adapt to the changes in the current learning system to prepare suitable materials, methods, and strategies to teach listening online.

The respondents' perceptions of the courses were also performed positively. The most significant average came from the statement that the students thought they have enough time to listen to the recordings. In contrast, the lowest score was from the statement that they have ample opportunities to interact with other students in the online listening courses. These can represent their perception that although listening classes were done online, they still enjoy the class. It is in line with Cigdem et al. (2016), who proved that the students enjoy the online listening method since it perceived playfulness for them. Besides, Saputra (2018) found that learning listening through online media was fun and can help students get new information. Other statements of this part also got all positive responses from the students. These were appropriate with Amir and Kang (2018), who argued that online listening

programs could help students increase their knowledge of the subject matter. Moreover, Karthikeyan and Dinesh (2019) argued that online learning could develop students' listening skills and improve their critical and logical thinking skills.

For the difficulties of online listening courses, which stand as the third place of the total average score, the respondents also perceived them positively. It means they also have difficulties in joining online listening courses. The finding of this study proved that the average total of student's difficulties was higher than the students' perceived benefits. It shows that although they enjoy the online learning process, they feel more difficulty when doing it. The students' difficulties were they cannot focus on learning or listening to the materials. Their statement supported that they felt annoyed by the crowd around them when they joined the online listening courses. Besides, they had technical issues when joining these online listening courses, such as lousy internet connection, power failure, and non-optimal use of the internet quota for education from the government and/or campus. It is in line with Fojtík (2018) who argued that technical issues might appear in the online teaching and learning process. Those problems showed that the students' difficulties need more attention from the teachers and lecturers. Thus, it supports the study from Amstrong (2011), who found that online learning could not fulfill the students' learning needs.

Lastly, the perceptions on the benefits, which place as the lowest total average score, also received positive responses from the students. The total average score showed that the students get the benefits of online listening courses. The highest average was from the statement that they could reopen and repeat the materials or recordings anytime and anywhere. It is suitable with Yoestara and Putri (2019), who stated that online media in teaching listening could encourage students' self-regulated learning outside the classroom. The respondents also agreed that they feel more comfortable joining listening courses online than offline; the materials can be accessed easily. They can follow the courses seamlessly and understand better.

Moreover, their positive perceptions toward the benefits showed their enjoyment of the courses. It proves that online listening courses did affect their learning progress. It is in line with Al-Shamsi et al. (2020), who found that mobile or online learning significantly affects students' listening skills. Furthermore, the respondents in this study perceived the benefits of online listening courses as same as the participants of their study, who believed that online learning was valuable to improve their listening abilities.

CONCLUSION

This research has identified undergraduate students' perceptions of the online listening courses during the COVID-19 pandemic. The results showed that the students' perceptions were positive towards this online learning method which means they perceived the benefits of this method. However, they also still have difficulties following this new learning system. Further, this study has limitations as this was conducted online, and the researcher could not directly meet the respondents due to the regulation of physical distancing during the COVID-19 condition. Likewise, this study cannot give a cavernous explanation about the

student's difficulties in joining online listening courses. Therefore, the researcher suggests further researchers research the students' difficulties using a mix-method research design in which they can include open-ended interviews for the respondents to get a deeper analysis.

REFERENCES

Agung, A. S. G. N., Nur, S., Surtikanti, M. W., & Quinones, C. A. (2020). Students' perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. *Journal of Social Sciences and Humanities, 10*(2), 225–235. http://dx.doi.org/10.31940/soshum.v10i2.1316

Aisyah, P., & Wicaksono, B. (2020). the Level of Teacher ' S Feedback : An EFL Classroom. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(1), 1–13. https://doi.org/10.22219/celtic.v7i1.12237

Al-Shamsi, A., Al-Mekhlafi, A. M., Busaidi, S. Al, & Hilal, M. M. (2020). The effects of mobile learning on listening comprehension skills and attitudes of Omani EFL adult learners. *International Journal of Learning, Teaching and Educational Research*, *19*(8), 16–39. https://doi.org/10.26803/IJLTER.19.8.2

Amir, S., & Kang, M. A. (2018). Research in Use of Information & Communication Technologies (ICT) for Developing Listening Comprehension Competency in Foreign/Second Languages: A Review of Selected Tools. *International Journal of Social Sciences & Humanities*, *3*(1), 44–53. https://doi.org/10.5281/zenodo.1403040

Amstrong, D. A. (2011). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. *The Turkish Online Journal of Educational Technology*, *10*(3), 222-226. Retrieved from https://files.eric.ed.gov/fulltext/EJ944973.pdf

Anggraeni, Y., & Amalia, R. M. (2020). COVID-19 in Indonesia : A critical discourse analysis. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *7*(2), 208-215. https://doi.org/10.22219/celtic.v7i2.12766

Armiun, N., Rahmatian, R., Safa, P., & Shairi, H. R. (2017). Listening is my bugbear: Why Iranian L2 learners keep underperforming in the listening module. *Acta Scientiarum Language and Culture*, *39*(4), 387–396. https://doi.org/10.4025/actascilangcult.v39i4.32888

Asemota, H. E. (2015). Nature, importance and practice of listening skill. *British Journal of Education, 3*(7), 27–33. Retrieved from https://www.eajournals.org/wp-content/uploads/Nature-Importance-and-Practice-of-Listening-Skill.pdf

Brunfaut, T., & Révész, A. (2015). The Role of Task and Listener Characteristics in Second Language Listening. *TESOL Quarterly*, *49*(1), 141–168. https://doi.org/10.1002/tesq.168

Cigdem, H., Ozturk, M., & Topcu, A. (2016). Vocational college students' acceptance of web-based summative listening comprehension test in an EFL course. *Computers in Human Behavior*, *61*, 522–531. https://doi.org/10.1016/j.chb.2016.03.070

Fojtík, R. (2018). Problems of Distance Education. *International Journal of Information and Communication Technologies in Education*, *7*(1), 14–23. https://doi.org/10.2478/ijicte-2018-0002

Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. *Journal of Language Teaching and Research*, *2*(5), 977–988. https://doi.org/10.4304/jltr.2.5.977-988

Karthikeyan, J., & Dinesh, P. (2019). Application of ICT tools: A source to enhance listening skill. *Journal of Advanced Research in Dynamical and Control Systems*, *11*(9 Special Issue), 847–855. https://doi.org/10.5373/JARDCS/V11/20192642

Kemendikbud. (2020). Penyesuaian keputusan bersama empat menteri tentang panduan pembelajaran di masa pandemi COVID-19. *Official Website of Indonesian Minister of Education (Kemendikbud).* Retrieved from https://www.kemdikbud.go.id/main/blog/2020/08/penyesuaian-keputusan-bersama-empat-menteri-tentang-panduan-pembelajaran-di-masa-pandemi-covid19

Nurhayati, D. A. W. (2020). Phonology and online media used in enhancing listening skill. *Indonesian Journal of EFL and Linguistics*, *5*(2), 267-278. https://doi.org/10.21462/ijefl.v5i2.278

Ritonga, A. W., Ritonga, M., Nurdianto, T., Kustati, M., & Lahmi, A. (2020). E-learning process of maharah qira'ah in higher education during the COVID-19 pandemic. *International Journal of Higher Education, 9*(6), 227–235. https://doi.org/10.5430/ijhe.v9n6p227

Saputra, Y. (2018). Changing students' perception on learning extensive listening through YouTube. *English Empower*, *3*(01), 41–49. Retrieved from http://www.ejournal.unitaspalembang.ac.id/index.php/eejll/article/view/65

Schleicher, A. (2020). COVID-19 on education insights from glance 2020. *OECD Indicators E-book.* Paris: OECD Publishing. Retrieved from https://www.oecd-library.org/education

Susilowati, R. (2020). The challenges of online learning in listening class during COVID-19 pandemic. *Edukasi Lingua Sastra* (*ELSA) Journal, 18*(2), 56-72. https://doi.org/10.47637/elsa.v18i2.290

Yarrow, N., Masood, E., & Afkar, R. (2020). Estimates of COVID-19 impacts on learning and earning in Indonesia : How to turn the tide. *E-book*. Jakarta: The World Bank, © World Bank, USA. Retrieved from https://openknowledge.worldbank.org/handle/10986/34378

Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia Journal*, *6*(1), 15. https://doi.org/10.22373/ej.v6i1.3805

AUTHOR INDEX

SUBJECT INDEX

Call for Paper

Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics is a peer reviewed academic journal managed by the English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. It is published twice a year, in **June** and **December**. We welcome articles in the form of research reports or library research on English Language Teaching, Literature, Linguistics, and Culture. Generally, all manuscript received between December-May are allocated for June Edition, while those received between June-November are for December Edition. ISSN 2356-0401 (print), 2621-9158 (online); the article submission and publication are free of charge. CELTIC has been indexed in SINTA (Sinta 3), DOAJ, Google Scholar, BASE, Crossref, Garuda, Dimension, ROAD, and Harvard Library.

Check our Author Guide below for details on how to submit.

AUTHOR GUIDELINES

I.   Author Guide

Authors are required to submit their manuscripts electronically by using the CELTIC online submission and review website. New authors are required to register first before they   can   send   their   manuscript   at https://ejournal.umm.ac.id/index.php/celtic/user/register. Existing authors can submit their manuscript after logging in to the website. Any questions related to the online submission can be emailed to celtic@umm.ac.id.

Submission of a manuscript implies that the paper is the author(s)' own work which has not been previously published, nor is it under consideration for publication elsewhere and that if accepted, it will not be published elsewhere in English or in other languages. To verify originality, your article will be checked using the originality detection service Turnitin.

Authors are encouraged to carefully consider the list and order of authorship before submitting their manuscript. Addition, deletion or rearrangement of authorship should be made **only** before the manuscript is accepted—such a request will not be processed after the work is accepted for publication. The request should be made in written and emailed to celtic@umm.ac.id.

Authors are required to acknowledge the financial support received for conducting the research and to briefly describe the roles of the sponsors, if any, in the study. See 'Template' for the funding acknowledgment information. As a peer-reviewed academic journal, CELTIC requires its authors to strongly uphold academic ethics when conducting and reporting their research for publication.

II. Manuscript Preparation Guidelines

General Format

The manuscript should be between 5000 – 10,000 words, typed in MS Word .doc format, single spaced and single column, using 12 point Cambria font, on A4-size paper with 3 cm margins (all sides). and given bottom-center page number. A one-paragraph abstract (100 – 200 words) written in both English and Indonesian should be included.

The manuscript should be uploaded to CELTIC system and arranged in CELTIC standard format; Title, Authors, Affiliation and Email, Abstract, Keywords, Introduction, Findings, Discussion, Conclusion, and References.

Manuscript Title

The title should accurately describe the content (Maximum 14 Words, Center Alignment, All Capital, Bold, Cambria 14, Single Space).

Authors

The manuscript has the main author and, if any, co-authors with the full name of the author and co-authors (no abbreviation, no title), includes affiliation of each author and email address(es) clearly. Denote the corresponding author clearly by giving star(*) right after the name.

Abstracts

The abstract should be informative and completely self-explanatory, provide a clear statement of the problem, the proposed approach or solution, and point out major findings and conclusions. The Abstract should be 100 to 200 words in length. Abbreviations should be avoided and no literature should be cited. Abstract is provided in English and Indonesian languages.

Keywords

The keywords should avoid general, plural terms and multiple concepts. Do not use words or terms in the title as keywords. These keywords will be used for indexing purposes. Keywords should be 3-5 words or phrases arranged in alphabetical order. Keywords are written right after Abstract and are provided in English and Indonesian languages.

Introduction

The introduction should provide a clear background, a clear statement of the problem, the relevant literature on the subject, proposed approach or solution, and clearly present the novelty of research or the latest innovation. It should be understandable to colleagues from a broad range of scientific disciplines.

Method

This section describes the way the research was conducted. This should include (1) research design; (2) population and samples; (3) data collection techniques and instrument development; and (4) data analysis techniques.

Findings

This section should present the results of research and at the same time give comprehensive discussion. The presentation can be made in sub-sections based on the research question(s). Results can be presented using figures, graphs, tables, and other visual aids to help readers understand easily. The unit of measurement used should follow the prevailing international system. All figures and tables placed separately at the end of manuscript pages and should be active and editable by the editor. See our Template.

Discussion

The discussion section should present the highlights and significance of the findings. For that, deep interpretation about the results are expected. Ensure that all research questions are addressed and relate the findings to the existing literature. Profound exploration of theoretical significance related to findings and recommendation for further research and research implications are also expected in this section.

When combined, Findings and Discussion sections should cover about 40-50% of the paper with balanced portion of both.

Conclusion

The conclusion should be explained clearly. Suggestion placed after the conclusion contains recommendation based on the research done or inputs that can be used by potential beneficiaries or future research.

Acknowledgment (optional)

Acknowledgment of supporting parties (i.e. sponsors), if any, should be written here. The acknowledgment must be written briefly and clearly, avoid hyperbole acknowledgment.

References

The main references are international journals and proceeding. All references should be to the most pertinent and up-to-date sources. The references mentioned should be the ones used in the paper. Citation and referencing must be written based on **APA style 7th Edition** which is organized by using referencing tools. CELTIC recommends using the latest version of Mendeley**(See Mendeley User Guidelines).**

III.   Celtic Template

TITLE - CAMBRIA 14, BOLD, SPACING 1, NO MORE THAN 14 WORDS, ALL CAPITAL

Author 1 Full Name, Author 2 Full Name
Author 1 afiliation, Country
Author 2 afiliation, Country (if different)
(*Contact Person: Preferably WhatsApp number; which will be deleted upon review process and publication*)

ABSTRACT

Abstract is approximately 100-200 words and written in single space. Make sure to include your research aims, methods, findings and implications of the study.

Keywords: *3—5 keywords; Cambria 10; italic; alphabetically arranged*

ABSTRAK

Provide a translation of abstract in Indonesian Language. (Overseas authors may opt to leave this blank and leave it to the journal manager)

Kata Kunci: *3—5 kata; cetak miring; disusun alfabetis*

INTRODUCTION

The manuscript should be between 5000 – 10,000 words, typed in MS Word .doc format, single-spaced, including references and appendices. Indent the first lines of all the paragraphs by 1 cm and do not leave a space between paragraphs. Use A4 paper, margins 3 cm, Cambria 12 font.

Present a comprehensive background of the study, followed by current and update literature review. *Minimum 2 research papers from previous CELTIC journal publication must be cited either in this section or in Discussion Section.* End this section by highlighting the novelty of the study, clearly stating the specific aims of the study, including the literature gap and the significance of the study.

METHOD
Subheading Level 1
Subheading Level 2

FINDINGS
Subheading Level 1(Research Question #1)
Subheading Level 2

Subheading Level 1(Research Question #2)
Subheading Level 2

Table 1. Table format

Table Head	Table Column Head		
	Table column subhead	*Subhead*	*Subhead*
copy	More table copyª		

ª· Sample of a Table footnote. *(Table footnote)*

Instead of inserting figures or graphics directly, it is suggested to use text box feature in MS. Word to make them stable towards the format changes and page shifting.

Figure 1. Example of image information

DISCUSSION

Please refer to the Author Guideline in CELTIC website for the detail of the contents of each sections.

CONCLUSION

ACKNOWLEDGMENT

If any, indicate sources of funding or significant assistance received in carrying out the study and/or preparing the manuscript before the references.

REFERENCES

Use APA Style 7th Edition for in-text citations (Author, year) and the reference list. If there are "direct quotes, then provide the page number" (Author, 2021, p. 24). If you are citing more than one reference, put them in alphabetical order (Alpha, 2020; Beta, 2021). **Do not use footnotes. Every in-text citation must correspond to an entry in the reference list and vice-versa.** CELTIC strongly recommends using the latest version of **Mendeley** Referencing Manager. Minimum 20 references are required with 80% taken from current (within 10 year) research papers **and from reliable research papers (e.g. Scopus indexed or Sinta 3 and above). Please also note to cite and quote relevant papers in the previous CELTIC publications available in the 'Archive' section of CELTIC Website** http://ejournal.umm.ac.id/index.php/celtic/index

REFERENCES (Examples)

Ansori, M. (2019). This is an example of a reference taken from an online journal paper: Always include the DOI. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *6*(2), 1-13. https://doi.org/10.20961/ijpte.v2i1.18254

American Psychological Association. (2021). This is an example of a reference taken from a website. Retrieved from http://apa.org/ethics/code/index.aspx

Brown, A. J. (2019, October 21). This is an example of a reference taken from a periodical such as online newspaper. *Time*. Retrieved from http://www.time.com/article/0,8599,00.html

Creswell, J. (2020). This is an example of a reference taken from a book (4th ed.). Boston: Pearson Education Inc.

APPENDIX
(If any)