



# 2022 PROCEEDINGS

## THE 9<sup>TH</sup> UNDERGRADUATE CONFERENCE

DIGITAL LITERACY IN LANGUAGE LEARNING



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“Digital Literacy in Language Learning”

Yogyakarta, July 23, 2022

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## PREFACE

The committee of Undergraduate Conference 2022 is pleased to present the proceedings of the Ninth Undergraduate Conference on ELT, Linguistics, and Literature. The primary focus of this year's conference was "Digital Literacy in Language Learning". The proceedings are a collection of research papers that the authors have written regarding the use of language in terms of ELT, Linguistics, and Literature through the implementation and integration of digital media to face the 5.0 society era. There are around 26 research papers included in the proceedings.

We would like to express our deepest gratitude to all the keynote speakers: Adesti Komalasari, S.Pd, M.A. (from Zenius Education) and F.X. Ouda Teda Ena, M.Pd., Ed.D. (from Sanata Dharma University) for the talks in the conference, the presenters and also all the participants. We would also wish to thank all the committee members for their invaluable work.

The organizing committee for Undergraduate Conference 2022 has done all in their power to ensure that both the conference itself and the proceedings will provide attendees and speakers with the most enriching and informative experience possible. It is hoped that the presenters and participants at this conference will gain a better understanding of the issue and application of ELT innovations, particularly those related to digital literacy in language learning.

Editors  
The Committee of Undergraduate Conference 2022

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English Language Education, Sanata Dharma University, Yogyakarta

## **GAMIFICATION APPROACH TO ENHANCE NON-ENGLISH DEPARTMENT KINESTHETIC STUDENTS IN ONLINE LEARNING OF ENGLISH SUBJECT**

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### **Abstract**

This research aimed (1) to reveal the implementation of Gamification Approach for Non-English Department Kinesthetics Student in Online Learning of English Subject, (2) to find out benefits and obstacles of Gamification Approach for Non-English Department Kinesthetics Student in Online Learning of English Subject. This research was mixed-method research. Field notes, questionnaires, and interviews were applied as the research instruments. The participants of the research were 45 non-English department students of a private university in Yogyakarta. The result revealed the positive responses of the students toward the implementation of the gamification approach. Students admitted that their participation in English subjects was enhanced because they experienced directly using game elements in learning environments. They considered the gamification approach to be attractive, challenging, and could be done anywhere. In light of the findings, the gamification approach can be considered as an interesting activity to teach a kinesthetics learner.

**Keywords:** gamification approach, kinaesthetics learners, online learning

### **Introduction**

Since the World Health Organization (WHO) declared the coronavirus epidemic a pandemic, everything has changed from an economic perspective to education. In many countries, the widespread closure of schools, colleges, universities, and other educational institutions has resulted from efforts to reduce the spread of the COVID-19 virus among younger and older populations. (Sahu, 2020). Therefore, The Minister of Education and Culture of the Republic of Indonesia has ordered all education units to run online learning from March 24, 2020, to maintain the health of the students, teachers, and all staff (Mendikbud, as cited in Yuzulia, 2020).

Online learning is a learning process in different places for both the student and the teacher. It also requires teachers to put more concern on how to make students successful in achieving the learning objectives (Sari & Binawan, 2022). It uses technology or application as media for their meeting (Prastikawati & Asropah,

as cited in Suryani et al., 2021). Online learning requires applications such as Zoom, Google meet, Google classroom, and WhatsApp to communicate with each other, even from afar. However, an application to communicate alone is not enough; there must be an exciting learning strategy. Learning English with a gamification approach is preferable because it is fun and exciting.

Gamification is the application of game design elements to non-game contexts in an effort to increase user engagement. It is in line with the statement from Fulton (2019), the concept of gamification is an attempt to implement game-like elements into the classroom to engage and motivate students. Researchers and educators tried to implement gamification in the classroom these days (Evans, 2017; Aulia Majid & Sagoro, 2018; Bicen & Kocakoyun, 2018; Mohamad, Sazali, & Salleh, 2018; Krisbiantoro, 2020; Pratama, 2020; Jonathan and Recard, 2021). It can be implemented in class or online by utilizing technology. Technology in education has progressed throughout the years, with educators integrating strategies that encourage students to better their learning (Sabornido, Garma, Niepes, & Cabria, 2022). The role of technology is vital in implementing the gamification approach. Whether it be on the cell phone, tablet, or PC, students are more able to access information and can do it more quickly than ever before (Dichev et al., as cited in Fulton, 2019). Following those statements means that using technology will increase the effectiveness of the learning process. Quizwhizzer, Quizlet, and Word Wall are a few examples of software available by using technology to teachers who are interested in using gamification in their classroom. Based on Burke (2014), gamification engages and motivates people across all kinds of activities using game mechanics such as badges, points, levels, and leaderboards. The use of badges is to display achievement. Points are visual identifiers of progress. Levels are the grading scheme in a gamified class made up of levels that students move through as they earn points in the class. The use of leaderboards is to present competitive placement.

According to True Education Partnerships (2020), there are numerous proven benefits to using gamification in the classroom, including the following: (1) Students think like they have control over their learning; (2) A much more comfortable environment regarding failure, since learners can continue trying again; (3) More enjoyable inside the classroom; (4) Learning has become noticeable through improvement indicators; (5) Students may discover an intrinsic motivation to learn (6) Allow students to explore different identities through gamification; (7) Students are often more at ease in gaming environments, making them more proactive and receptive to making mistakes; (8) increased student engagement and concentration; (9) the opportunity to think creatively. No longer are tasks limited to filling out a worksheet. As a result, student benefited from using gamification approach.

### ***Pre-research***

The researcher made an observation at a private university in Yogyakarta for two meetings, and the researchers found several facts. Almost all of the 45 students who participated in the zoom meeting came, but only a few activated the camera and microphone. For active students, it is only less than ten people. They can follow the lesson and understand the assignment. Sometimes they can answer questions from the lecturer. On the other hand, most students who were not very active in the meeting will answer shortly when the lecturer is explaining something. There are

even students who only participate in learning activities but do not respond to questions from the lecturer. Therefore, the researchers surveyed the learning styles of students. The purpose of this pre research is to find out which learning style they prefer most in the class.

Learning style are vital to the learning process and contribute to the educational environment as a whole. It is how and technique they use to learn and process information and knowledge. It helps students learn faster and more efficiently by selecting and using the appropriate learning style they like (Pandie et al., 2016). According to Dunn & Dunn (1992), the important thing is that teacher has to determine the ways by which the student learns in the process. Therefore, the researcher decided to analyze students' learning styles by using the VARK Questionnaire to reveal students' learning styles in the classroom. VARK is part of a learning style (Visual, Aural, Read/write, Kinesthetic [VARK], 2020). The words learning style are loosely used to describe almost any attribute or characteristic about learning. According to Marcy (2001), The VARK inventory categorizes four different sensory modalities with an extra category for multimodal students such as (1) V stands for visual. Visual learners process information best if they can see it. Graphs, flow charts, and pictures are helpful to them; (2) A stands for aural, and these learners like to hear the information. They process information best by listening to lectures, attending tutorials, and using tape recorders to play back learning sessions. They also like to talk about the information; (3) R stands for reading or writing. These students like to see the written words. They like to take notes verbatim and reread these over and over again. They also like to read texts; (4) K stands for kinesthetics. These learners like to acquire information through experience and practice and prefer to learn information that has a connection to reality. As a result, the researcher uses the VARK questionnaire to determine student learning styles.

The survey conducted using questionnaire from the online version of the Standard VARK Questionnaire, version 8.01. During this time period, 237537 individuals completed the Questionnaire, and 29082 (12%) of these individuals also completed the research questions that follow the VARK Questionnaire (VARK, 2020). There are sixteen (16) items, students choose the answer which best explains their preference. Students are allowed to choose more than one if a single answer does not match their perception. Leave blank any question that does not apply. The following are the results of the VARK Questionnaire.

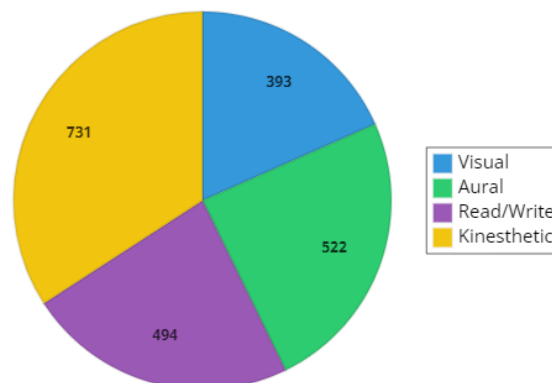


Figure 1. The result of VARK Questionnaire.



As calculated by the VARK Questionnaire formula, the result revealed that the kinesthetics learning style was higher than the other learning styles. It means that most students have the same preference for learning. These include doing things with others, action, making things happen, technical challenges and problem-solving techniques, applications over theories, and accomplishing things. To absorb the information, kinesthetics learners should: engage all of their senses – vision, make contact, flavors, smell, and hearing; can use hands-on strategies; watch a video, especially those that depict real things; examine exhibits, samples, and photos; learn through trial and error; and use actions to better comprehend (VARK, 2020). The gamification approach is proposed as a teaching strategy for students with kinesthetics learning style of all the preferences mentioned.

### ***Related Studies***

Widharyanto & Binawan (2020) examine Learning style and language learning strategies of students from various ethnics in Indonesia. There are three (3) findings of this research. The first finding suggests that the main learning styles of students from the five ethnics are variants [aural] and [kinesthetic] including variations in bimodal, and trimodal. The second finding shows that the major language learning strategy is metacognitive and affective. The third finding reveals some similarities and unique differences in their learning style and learning strategy.

Jonathan and Recard (2021) implemented gamification concepts inside online classroom activities to promote student engagement. The findings revealed an improvement in students' engagement after designing the game with the Octalysis framework. The writer suggests that other researchers study other engaging methods to improve engagement in online learning.

Rahmah and Aishah (2019) performed a case study about the effectiveness of the Kinect-based application of the gamification approach for pre-schoolers in Kuantan. The case study approach using a mixed method research design is performed to meet the aim. The research was carried out on 15 pre-schoolers aged three and four in Taska Permata Perpaduan Kuantan, Pahang, Malaysia, to validate the effectiveness of the Kinect-based application of the gamification approach. The experiment result shows that the total number of pre-schoolers that increase after using Kinect-based application is high, at 73.3%. Hence, it proves that gamification approaches motivate pre-schoolers to learn and improve their learning outcomes.

Numerous studies have investigated and analyzed students' perspectives on the implementation of online learning. This study aims to determine whether the Gamification Approach can enhance non-English kinesthetics students in online learning of English subjects. The following research questions aided the researcher in achieving the study's goal:

1. How is the implementation of the Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subjects?
2. What are the benefits and obstacles of the Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subjects?

## **Method**

The pre-research questionnaire was distributed to find out the student's learning styles. The researcher uses the VARK questionnaire by Neil D. Fleming to determine student learning styles. The survey conducted using questionnaire from the online version of the Standard VARK Questionnaire, version 8.01. During this time period, 237537 individuals completed the Questionnaire, and 29082 (12%) of these individuals also completed the research questions that follow the VARK Questionnaire (VARK, 2020). There are sixteen (16) items, students choose the answer which best explains their preference. The result of the survey showed as in Figure 1. The kinesthetics learning style was higher than the other learning styles. It means that most students have the same preference for learning. Thus, the gamification approach is proposed as a teaching strategy. In order to address the research questions of this study, a mixed-method research approach was adopted. A mixed-methods research design has its own philosophical assumptions and methods of inquiry. As a method, it incorporates philosophical assumptions to guide the collection and analysis of data from multiple sources for a single study (Creswell & Plano Clark 2011). The questionnaire used close-ended statements with Likert Scales and was divided into three sections consisting of 23 items to collect quantitative data. Furthermore, an interview was conducted to gather qualitative data.

## ***Research Setting and Research Participants***

This study was conducted among non-English department students of a private university in Yogyakarta from May 2022 to July 2022. During that period, the class implemented online learning in response to the COVID-19 pandemic. Some classes are already allowed to attend offline, depending on the lecturer. In this class, the lecturer still recommends online learning. The students of this private university in Yogyakarta were the study participants. There were forty-five (45) students from psychology class on their second semester.

## ***Instruments and Data Gathering Technique***

The researcher conducted the data gathering in two stages. Two instruments were utilized to collect the data for this study. Data were obtained through two stages: (1) Quantitative Data Collection, followed by (2) Qualitative Data Collection. The first stage was done by delivering the questionnaire in Indonesian and English using Google Forms. The second stage was selecting some interviewees using a purposive sampling method. Purposive sampling, also known as judgment, selective, or subjective sampling, is a sampling method in which the researcher relies on his or her own discretion when selecting study participants from the population (Business Research Methodology [BRM], 2011). After that, the researcher conducted an individual interview.

The questionnaire was the primary source of data in this study. There were three (3) primary themes of the questionnaire presented as follows: (1) The Implementation of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (2) The benefits and obstacles of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (3) The Obstacles of

Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject.

In the interview, there were four main questions used to dig deeper into the phenomenon: (1) What do you think about the implementation of Gamification Approach in online learning in your class? (2) Why do you have such a perception about the implementation of the Gamification Approach in online learning in your class? (3) What were the benefits that you encountered during the implementation of the Gamification Approach in online learning in your class? (4) What were the obstacles that you encountered during the implementation of Gamification in online learning in your class?. The interview was conducted with every interviewee one by one through Whats App.

**Data Analysis Technique**

In the quantitative approach, the data obtained were calculated and presented in the form of tables. The following formula was used to calculate the data known as (1) the degree of agreement percentages, (2) the total of respondents who chose the same item in each statement, and (3) the total of respondents. The calculated data were then discussed by the researcher. Furthermore, in the qualitative approach, thematic content analysis was performed with the interview transcriptions to identify common patterns throughout the data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006).

**Findings and Discussion**

In this study, the findings were presented to reveal two research questions: (1) The Implementation of Gamification Approach to Enhance Non-English Department Kinesthetics Students in Online Learning of English Subject, (2) The benefits and obstacles of Gamification Approach to Enhance Non-English Department Kinesthetic Students in Online Learning of English Subject.

**The Implementation of the Gamification Approach**

Table 1. The implementation of the gamification approach

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The gamification approach can be done face-to-face or in online classes.	0%	0%	11,11%	42,22%	46,66%
2. The gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers.	0%	0%	6,66%	35,55%	47,77%
3. The gamification approach applies elements game-like into the classroom.	0%	2,22%	13,33%	37,77%	46,66%

4. The gamification approach uses game mechanisms such as badges, points, levels, and leaderboards.	0%	2,22%	24,44%	35,55%	37,77%
5. The gamification approach that has been Implemented able to explore different identities through different avatars/characters/names.	0%	0%	13,33%	57,77%	28,88%
6. The gamification approach that has been Implemented able to earn a badge after completing a task and it has a leaderboard.	0%	0%	13,33%	53,33%	33,33%
7. The gamification approach that has been Implemented able to earn points if the answer is correct and students are able to move up through the level.	0%	0%	8,88%	35,55%	55,55%
8. The gamification approach that has been Implemented is related to the material being studied.	0%	0%	4,44%	28,88%	66,66%
9. The gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying.	0%	0%	15,55%	40%	44,44%
10. The gamification approach that has been implemented has a preference for using problem solving strategies.	0%	2,22%	28,88%	44,44%	24,44%
11. The gamification approach that has been implemented has a preference for more practice than theory.	22,22%	22,22%	26,66%	40%	28,88%
12. The gamification approach that has been implemented has a preference for learning by completing tasks.	0%	11,11%	15,55%	48,88%	24,44%
13. The gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach, and watching video.	0%	2,22%	15,55%	51,11%	31,11%

14. The gamification approach that has been implemented has a preference to use physical activities such as using fingers to show image/writing on the gadget screen.	0%	0%	11,11%	53,33%	35,55%
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Based on Table 1, on the first statement, 11,11% students chose neutral with the statement that the gamification approach can be done face-to-face or in online classes. Around 88,88% of the students agree with the statement. From these results we can conclude that the majority of students agreed that the gamification approach can be done face-to-face or in online classes, only several of them think internet connection is the obstacle of online learning.

*“Yes, because doing gamification learning is simple and not complicated”*

*“For now, maybe I can't say it can be used anytime and anywhere, for example in online classes related to their respective regional networks, it is possible for some students to not be able to follow the game smoothly”*

In the second statement result, we can see that around 6,66% of the students are neutral with the statement that the gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers. Around 83,32% of the students agree with the statement. From this section, we can conclude that the majority of students agreed that the gamification approach can be done by utilizing technology such as mobile phones, tablets, and personal computers. Based on the result, it is referring to the views of Barke (2014), gamification is a method to digitally engage rather than personally engage, meaning that players interact with computers, smart phones, wearable monitors, or other digital devices. Whether it be on a cell phone, tablet, or PC, players are more able to access information, and can do it more quickly than ever before (Dichev et al., as cited in Fulton, 2019).

In the third statement result, around 13,33% of the students feel neutral with the statement that the gamification approach applies elements game-like into the classroom. About 84,43% of the students agree with the statement, meanwhile there are around 2,22% of the students who disagree with it. From these results, we can conclude that the majority of students agree that the gamification approach applies elements game-like into the classroom.

*“It is very interesting because learning uses elements in the game with the aim of motivating students in the learning process and maximizing feelings of enjoyment and engagement”*

In the fourth statement result, around 24,44% of the students feel neutral about the statement that the gamification approach uses game mechanisms such as

badges, points, levels, and leaderboards. About 73,32% of the students agree with the statement, while the rest around 2,22% of the students disagree with it. From these results, we can conclude that most of the students agree that the gamification approach uses game mechanisms such as badges, points, levels, and leaderboards. It is referred to theory from Burke (2014) gamification engages and motivates people across all kinds of activities using game mechanics such as badges, points, levels, and leaderboards.

In the sixth statement result, around 8,88% of the students feel neutral with the statement that the gamification approach that has been implemented is able to earn a badge after completing a task and it has a leaderboard. About 86,66% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is able to earn a badge after completing a task and it has a leaderboard. Badges are awarded to a user after performing the task given; Leaderboard: Shows the rank, names and scores. The leaderboard is personalized as it highlights the player's position for easy identification. It is used to increase the peer-group pressure in order to let students compete with each other (Stanculescu et al, 2016 as cited in Mohamad, Salam & Bakar, 2017).

In the seventh statement result, around 8,88% of the students feel neutral with the statement that the gamification approach that has been implemented is able to earn points if the answer is correct and students are able to move up through the level. About 86,66% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is able to earn points if the answer is correct and students are able to move up through the level. According to Stanculescu et al, 2016 as cited in Mohamad, Salam & Bakar, 2017, Level: Points and levels are connected to maximize a sense of achievement.

*“With the gamification approach, students can be more active in learning by knowing to the point of each question, students can be more competitive to get points, and with this gamification it is useful in creating an effective and fun learning atmosphere”*

In the eight-statement result, around 4,44% of the students feel neutral with the statement that the gamification approach that has been implemented is related to the material being studied. About 95,54% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is related to the material being studied. In the ninth statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying. About 84,44% of the students agree with the statement while none of the students disagree. From those results, we can conclude that the majority of students agree that the gamification approach that has been implemented is in accordance with the learning style characterized by liking games or games when studying. On the other hand, one neutral student did not fit the learning style.

*“I find it quite interesting; the learning process does not only focus on the share screen. However, for me personally, I am lacking in learning like that because of my way of learning which is indeed not able to fully follow the learning using the Gamification Approach.”*

*“I think it's quite interesting, adding variety to the way of learning and also making it more relaxed and fun”*

In the tenth statement result, around 28,88% of the students feel neutral with the statement that the gamification approach that has been implemented prefers using problem solving strategies. About 68,88% of the students agree with the statement while 2,22% of the students disagree. From those results, we can conclude that most students agree that the gamification approach that has been implemented has a preference for using problem solving strategies.

*“Through the Gamification Approach, students are more active, more enthusiastic in participating in the learning process, making students able to think critically and be able to solve problems. And it can help students in adding some scores”*

In the eleven-statement result, around 26,66% of the students feel neutral with the statement that the gamification approach that has been implemented prefers more practice than theory. About 68,88% of the students agree with the statement while 44,44% of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers more practice than theory.

*“In this gamification approach, I can directly practice which can sharpen my (English) skill”*

*“I have a perception during online learning we tend to only use material and that sometimes makes it boring and monotonous. Now with this gamification approach, we as students can generate a learning atmosphere that is not monotonous in addition to being competitive in gaining points, which makes the learning more attractive”*

In the twelve-statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented prefers learning by completing tasks. About 73,32% of the students agree with the statement while 11,11% of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers learning by completing tasks.

*“The learning process becomes more exciting and the material provided becomes easier to understand because you immediately take the quiz”*

In the thirteenth statement result, around 15,55% of the students feel neutral with the statement that the gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach,

and watching video. About 82,22% of the students agree with the statement while 2,22% of the students disagree. From those results, we can conclude that the majority of students agree that The gamification approach that has been implemented has a preference for using all senses: sight, touch, taste, hearing, using a direct approach, and watching video. According to VARK website, to take the information, to absorb the information, kinesthetics learners should: engage all of their senses – vision, make contact, flavours, smell, and hearing; can use hands-on strategies; watch a video, especially those that depict real things; examine exhibits, samples, and photos; learn through trial and error; and use actions to better comprehend.

In the last statement result, around 11,11% of the students feel neutral with the statement that the gamification approach that has been implemented has a preference to use physical activities such as using fingers to show image/writing on the gadget screen. About 88,88% of the students agree with the statement while none of the students disagree. From those results, we can conclude that more than half of students agree that the gamification approach that has been implemented prefers learning by completing tasks.

*“The learning process becomes more exciting, and the material provided becomes easier to understand because you immediately can take a quiz”*

The findings showed that the overall learning has been successfully implemented in the class. In terms of the procedure, including the distribution of materials and tasks, everything has been done quite successfully. The implementation of gamification is on the right track.

### ***The Benefits of Gamification Approach***

**Table 2. The Benefits of Gamification Approach Implementation**

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. The gamification approach that has been implemented creates a more relaxed atmosphere when facing failure, because students can easily try again.	0%	0%	11,11%	35,55%	53,33%
16. The gamification approach that has been implemented makes students often more comfortable in the game environment, so they are more proactive and open to making mistakes.	0%	6,66%	22,22%	33,33%	37,77%



17. The gamification approach that has been implemented allows students to uncover intrinsic motivation to learn.	0%	2,22%	20%	42,22%	35,55%
18. The gamification approach that has been implemented creates a higher level of involvement and concentration among students.	0%	0%	17,77%	40%	42,22%
19. The gamification approach that has been implemented gives students the opportunity to think outside the box. Assignments are no longer just about filling out worksheets.	0%	22,22%	13,33%	35,55%	48,88%

Based on Table 2, on the first statement, 11,11% of students chose neutral with the statement that the gamification approach that has been implemented creates a more relaxed atmosphere when facing failure because students can quickly try again. Around 88,88% of the students agree with the statement. Meanwhile, none of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented creates a more relaxed atmosphere when facing failure.

*“I find it very difficult to follow the Gamification Approach. It feels challenging and insecure. Because my way of learning is different, I must study very seriously even though I feel relaxed. I have my way, but by forcing myself to follow the Gamification Approach, it becomes an experience and increases my confidence.”*

On the second statement, 22,22% of students chose neutral with the statement that the gamification approach that has been implemented makes students often more comfortable in the game environment. Hence, they are more proactive and open to making mistakes. Around 71,1% of the students agree with the statement. Meanwhile, 6,66% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented makes students often more comfortable in the game environment. Hence, they are more proactive and open to making mistakes.

*“Usually, when the discussion takes place on a large scale, I feel anxious and do not even have the confidence to answer the question. However, through this approach, I feel freer and dare to answer.”*

On the third statement, 20% of students chose neutral with the statement that the gamification approach that has been implemented allows students to uncover

intrinsic motivation to learn. Around 77,77% of the students agree with the statement. Meanwhile, 2,22% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented allows students to uncover intrinsic motivation to learn.

*“My ambition is to be the best of the best. My intention to be able to grow even more is increasing because of gamification.”*

On the fourth statement, 17,77% of students chose neutral with the statement that the gamification approach that has been implemented creates a higher level of involvement and concentration among students. Around 82,22% of the students agree with the statement. Meanwhile, none of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented creates a higher level of involvement and concentration among students. On the fifth statement, 13,33% of students chose neutral with the statement that the gamification approach that has been implemented allows students to think outside the box. Assignments are no longer just about filling out worksheets. Around 84,43% of the students agree with the statement. Meanwhile, 2,22% of the students disagree with this statement. From these results, we can conclude that most students agree that the gamification approach that has been implemented allows students to think outside the box. Assignments are no longer just about filling out worksheets.

The results revealed that students benefited from the implementation of gamification. According to True Education Partnerships (2020), there are numerous proven benefits to using gamification in the classroom, including the following: (1) Students think like they have control over their learning; (2) A much more comfortable environment regarding failure, since learners can continue trying again; (3) More enjoyable inside the classroom; (4) Learning has become noticeable through improvement indicators; (5) Students may discover an intrinsic motivation to learn (6) Allow students to explore different identities through gamification; (7) Students are often more at ease in gaming environments, making them more proactive and receptive to making mistakes; (8) increased student engagement and concentration; (9) the opportunity to think creatively. No longer are tasks limited to filling out a worksheet.

### ***The Obstacles of the Gamification Approach***

Table 3. The obstacles to gamification approach implementation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. The gamification approach that has been implemented is considered lacking in terms of game elements so it does not	66,66%	24,44%	11,11%	35,55%	53,33%

present complete learning content					
21. The gamification approach that has been implemented makes students often more comfortable in the game environment, so they are more proactive and open to making mistakes.	8,88%	22,22%	22,22%	33,33%	37,77%
22. The gamification approach that has been implemented was deemed insufficient to complete the learning	8,88%	24,44%	17,77%	40%	42,22%
23. The gamification approach that has been implemented is online learning, so there is still a lack of concentration.	13,33%	26,66%	22,22%	31,11%	6,66%

:

Based on Table 3, on the first statement, 24,44% of students chose neutral with the statement that the gamification approach that has been implemented is considered lacking in terms of game elements, so it does not present complete learning content. Around 31,1% of the students disagree with the statement. Meanwhile, 44,44% of the students agree with this statement. From these results, we can conclude students think that the gamification approach that has been implemented is considered lacking in terms of game elements, so it does not present complete learning content, and some of them said otherwise. On the second statement, 33,33% of students chose neutral with the statement that the gamification approach that has been implemented is the first experience for students, so they are still less adaptable to learning. Around 31,1% of the students disagree with the statement. Meanwhile, 35,55% of the students agree with this statement. From these results, we can conclude half of the students think that the gamification approach that has been implemented is the first experience for students, so they are still less adaptable to learning. On the other hand, the rest of the students think this is not their first experience.

*“Because I have just encountered the learning process using the gamification approach, and through this approach, I feel that the learning process has become more exciting, and the material provided is easier to understand because I immediately take the quiz.”*

On the third statement, 33,33% of students chose neutral with the statement that the gamification approach that has been implemented was deemed insufficient time to complete the learning. Around 33,33% of the students disagree with the statement. Meanwhile, 33,33% of the students agree with this statement. From these results, we can conclude that half of the students think that the gamification approach that has been implemented was deemed insufficient time to complete the learning. On the other hand, the rest of the students disagree with the statement.

*“Because I have experienced for myself how exciting it is to learn to use gamification, although sometimes I feel like I don’t have enough time, I quickly grasp the material by applying learning to use gamification.”*

On the fourth statement, 22,22% of students chose neutral with the statement that the gamification approach that has been implemented is online learning, so there is still a lack of concentration. Around 39,99% of the students disagree with the statement. Meanwhile, 37,77% of the students agree with this statement. From these results, we can conclude half of the students disagree with the statement that the gamification approach that has been implemented is online learning, so there is still a lack of concentration. On the other hand, the rest of the students said otherwise.

*“Another obstacle is my level of focus. Sometimes I can focus, sometimes I go blank, so I get confused about what material is being discussed or what material is being discussed.”*

## **Conclusion**

The implementation of the gamification approach in online learning was on track and thriving, according to the findings. It is based on the average result of the percentage (84.31%). Most students think that the implementation is in accordance with the gamification theory from Burke (2014), and the compatibility between kinesthetics styles. The central aspect of success is the technical process, which involves material and task distribution. Using a few game elements such as reward, status, level, point, badge, and others was conducted.

Students have benefited from the implementation of the gamification approach. Majority of students (84,44%) think gamification increases motivation to learn, creating higher levels of engagement and concentration among students. More than half of students, on average 60,88%, encountered certain obstacles.

There is still a lack of concentration because of online learning. Students think the gamification approach implemented was deemed insufficient to complete the learning. The writer suggests a new model for engaging students in online learning by using gamification elements. Proper preparation is key to successful gamification.

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## **THE CODE-SWITCHING REFLECTED IN THE DISNEY MOVIE: LUCA (2021)**

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### **Abstract**

When a speaker switches between two or more languages, or language varieties, in the context of a single conversation or scenario, this is known as code-switching or language alternation in linguistics. When multilinguals (those who speak more than one language) converse, they may utilise words and phrases from other languages. We can figure out this kind of phenomenon in a movie because code-switching is implemented in an oral daily dialogue. It's a lot of fun to learn a language through movies (especially if you're trying to improve or perfect a second language). Because movies and television programmes are such a significant part of people's lives, especially students' lives, incorporating them into the language classroom makes sense. Film also makes language learning more engaging and entertaining as a motivation. Film also has the advantage of providing a rich and diverse linguistic source. So, the code-switching can be found in the film "Luca" by Disney Pixar.

**Keywords:** Sociolinguistics, Code switching, Luca

### **Introduction**

People nowadays are still alive and well, articulated by whose lives have been influenced by our fast-paced environment. In this entire world, people speak with different languages. There are at least 7.000 languages in this world. Language is the most important thing for people to communicate. In order to express, deliver, or even give comments on something, people should be smart to choose the selected words and language in order to prevent miscommunication.

People usually adjust the selected words or language based on the surrounding, occasion, or knowing their interlocutors. In other situations, the speakers sometimes change their language to tell someone in order to secretly say something they do not want to hide from the other people. In order to do that people usually implement one of linguistics elements called 'code switching'. Code-switching is the process of switching between two languages, dialects, or registers of the same language at the same time (also code-switching, CS). Code-switching is far more common in conversation than it is in writing. It's also known as code-mixing and style-shifting.

In linguistics, code-switching or language alternation occurs when a speaker switches between two or more languages, or language varieties, in the context of a single conversation or scenario. When multilinguals (those who speak more than one language) converse, those speakers may use elements from several languages. As a result, code-switching is the employment of many linguistic varieties in a way that is consistent with the syntax and phonology of each variety. There are a variety of reasons why code-switching is beneficial, as well as different types of code-switching and theories that support it, which are listed below.

The lexical borrowing, pidgins and creoles, and loan translation are not the same thing as code-switching (calques). Borrowing has an effect on the lexicon of a language, or the words that make it up, whereas code-switching occurs in individual utterances. A pidgin language is created when two or more speakers who do not speak the same language create an intermediate, third language. Both speakers do code-switching when they are fluent in both languages. Despite the fact that the phrases code-switching and code-mixing are conceptually related, they are employed in different ways. Some scholars use both phrases to refer to the same phenomena, while others use code-mixing to refer to the formal linguistic aspects of language-contact occurrences and code-switching to refer to the actual spoken usages of multilingual persons.

Linguists dispute whether they should be classified as similar phenomena. The benefits and drawbacks of language transmission are divided into two categories by linguists: language transference and language interference. These two modes of language transfer, as well as code-switching, are referred to as cross-linguistic influence in these perspectives. Due to the shifting between languages is so common and takes many forms, people can observe code-switching more commonly as sentence alternation. A sentence can begin in one language and end in a different one. Alternatively, phrases from both languages may appear to be in an apparently random order after each other. Here are some reasons why people do the code (language) switching.

1. When speakers are unable to adequately express themselves in one language, they switch to another. This may cause a speaker to continue speaking in the other tongue for some time.
2. It is fairly common to switch to a minority language to indicate sympathy with a social group. The shift in vocabulary tells the listener that the speaker comes from a specific background, and if the listener responds in kind, rapport is established.
3. Switching languages can express the speaker's attitude toward the listener - friendly, annoyed, aloof, sarcastic, jocular, and so on. Monolinguals can partially communicate these impacts by altering the formality of their speech, whereas bilinguals can do so by switching languages.

Since the code-switching is implemented in an oral daily conversation, we can also figure out this kind of phenomena in a movie. Learning language through movies (especially to get deeper into or mastery of the second language) is such a pleasant way. Why? Incorporating movies and television series into the language classroom makes sense because they are such an important part of people's lives, particularly students' lives. As a motivator, film also makes language learning more fascinating and entertaining. Another advantage of film is that it provides a rich and diverse linguistic source.



### ***Thesis statement***

In order to connect the existence of code-switching and narrow the topic, the researcher chose a movie which was produced by Disney in late 2021 called 'Luca'. The researcher notices that this film is amazing, educational, and has the element of linguistics. Equipped with some journals to strengthen the argument and the findings, the researcher will provide valid information that there are some elements of code-switching in the Disney movie: Luca (2021).

## **Literature Review**

### ***Sociolinguistics***

Sociolinguistics is formed by two words, they are socio and linguistics. In general, sociolinguistics is the regional, class, and occupational dialect disparities, as well as gender differences and bilingualism, are all investigated in relation to socioeconomic determinants. Within linguistics, sociolinguistics is a rather large field. It covers a wide range of themes, such as the study of or policy in multilingual states. Sociolinguistics itself provides the learner another specific topic called code-switching. According to Chloros, sociolinguistic variables in code-switching are relevant to understanding code-switching at a variety of levels, but the impact at all of these levels cannot be evaluated at the same time.

### ***Code switching***

Nilep (2017) mentioned in the journal entitled "Code Switching" in Sociocultural Linguistics that in linguistics and related subjects, the term code-switching (or, as it is frequently written, code-switching or code switching) is widely studied and used. Almost all study on "code-switching," or changing codes, has relied on a tight link between the terms "code" and "linguistic diversity," whether the latter is a language, dialect, style, or prosodic register. On the other hand, this structural focus falls short of understanding essential conversational phenomena like the relevance (or lack thereof) of alternations between contrasting types.

Code-switching or code-mixing is the process of combining linguistic components from many languages in a single discourse or speech. Linguists have studied the structural (for instance grammatical constraints on code-mixing) and functional (for example motivation and intent behind code-mixing) elements of code-mixing in a variety of mediums, contexts, languages, and geographies.

In order to do the code switching, the speaker should have at least two languages. For example, when the speaker has a conversation with some friends, he or she usually uses the first language signalling that they are close to each other and gain solidarity. However, it turns out that the speaker will use different stages of language when they have a conversation with a stranger or the elders to show respect. This kind of linguistics capability is called bilingual.

### ***Disney movie: Luca (2021)***

Luca is a computer-animated coming-of-age fantasy film produced by Pixar Animation Studios and published by Walt Disney Studios Motion Pictures in the United States in 2021. The film was produced by Enrico Casarosa and Andrea Warren, and it included a screenplay by Jesse Andrews and Mike Jones, as well as a story by Casarosa, Andrews, and Simon Stephenson. Emma Berman, Saverio Raimondo, Marco Barricelli, Maya Rudolph, Jim Gaffigan, Peter Sohn, Lorenzo

Crisci, Marina Massironi, and Sandy Martin star in the film, which also features Emma Berman, Saverio Raimondo, Marco Barricelli, Maya Rudolph, Jim Gaffigan, Peter Sohn, Lorenzo Crisci, Marina Massironi, and Sandy Martin.

The original animated film is a coming-of-age story set in a gorgeous seaside town on the Italian Riviera about a little boy who has an incredible summer filled with gelato, pasta, and endless scooter rides. Luca tells his newfound best friend about his exploits, but the fun is overshadowed by a dark secret: he is a sea monster from another world lurking just beneath the water's surface. The Vespa signifies the capacity to be unrestricted not only by sea, but also on land, which is a major topic in "Luca." The third thread that goes through the folkloristic story is identity, or the people who are genuinely behind our public identities.

As the researcher mentioned in the introduction chapter, in daily life, people usually mix their first language (L1) and the second language (L2) in order to make other people understand what they mean. As far as the researcher is concerned, the researcher found that there are two languages that had been highlighted in this movie, which are English and Italian. Not only the language itself, but some characters in the "Luca" movie have their Italian accent which is still strong and stick with the viewers of this movie.

## **Method**

This research uses a qualitative approach. Qualitative research uses natural approaches to try to grasp a phenomenon about what the study respondents experience holistically in a descriptive manner utilising words and language. The purpose of this research is to describe code mixing and code-switching in the Disney film "Luca." The researcher acted as both an instrument and a data collector in this investigation. Because the researcher was directly involved in the data gathering process by finding data sources, listening to and recording data, analysing data, and drawing conclusions, the researcher acted as a data collector.

The data and data source for this study are related to the study's objectives of describing code-switching in the Luca film. The findings of the investigation are presented in the form of code swapping. The study's data comes from the film "Luca." The researcher uses the note-taking approach to collect data. The steps are as follows:

1. Determining the source of data that will be researched which is the "Luca" movie;
2. Watching and rewatching the film while taking note;
3. Reading the script to understand the dialogue clearly;
4. Recording data; and
5. Examining data.

The data analysis procedures are as follows because this study adopts a qualitative research methodology:

1. During data reduction, the researcher chooses the necessary data;
2. When a researcher evaluates data with the instrument that was built, this is referred to as data analysis;
3. The data is presented by creating a table of findings and then having a conversation; and
4. The findings of the "Luca" movie's switching codes are presented as a conclusion.

### **Finding and Discussion**

The film is 1 hours and 35 minutes long. From the research conducted, by taking the data per scene, the researcher found these language changes, which are English and Italian. In the first scene, this film provides the viewers with the prologue first. The researcher discovered the code-switching. Here are the examples.

Non preoccupare ti, Giacomo means “Don't worry about it.”  
Per mille sardine– means “For a thousand sardines”.

Tommaso and Giacamo are described as fishermen who do fishing at night. However, Giacomo is too scared about a sea monster. From the prologue scene, the researcher discovers that Tommaso wants to comfort Giacomo that the sea monster is only a fairytale and fiction. The code-switching from English to Italian here indicates that Tommaso wants to strengthen his argument to Giacomo. From this scene also signalling that both Giacomo and Tommaso understand Italian, so Tommaso is able to speak in Italian.

Next scene, the researcher has data from the hillside scene, when Luca wants to go farming the fish. Instead of saying goatfish, he shouts Giuseppe as “Joseph” to call and describe a fish by its name. The researcher concludes that what Luca has done is code-switching which shows his love with his livestock.

The first look when Luca met Alberto, he introduced himself to Luca by saying “Piacere, Girolamo Trombetta” means nice to see you. This kind of attitude is usually done when a person meets a new lad for the first time. To signal their empathy and introduce themselves.

The phrase "Silenzio Bruno!" is the most memorable in the film. Luca says, "Silenzio Bruno!" (Bruno, Shut up!) whenever the voice in his head (nicknamed Bruno) attempts to discourage him. The link between the two sea animals aids Luca's transformation, and "silenzio Bruno!" is an important element of that process. This phrase communicates to the audience that everyone, including sea monsters, can learn to believe in themselves with a little encouragement and a little aid from good friends. Once again, the code-switching here is to show empathy and solidarity.

The word “andiamo” means “here we go” or “let’s go”. Alberto shows an act to be ready doing something which is flying from the vespa as the representative of freedom.

### **Conclusion**

After watching the movie until the end, the researcher finds the sociolinguistics elements that are important to be learned furthermore. The code-switching that was used in the conversation is using English and Italian. The characters signalling that they are originally from Italy with the code-switching and also their accent. The social goals itself are:

1. Disney wants to introduce the world about the culture of Italian, through the characters’ accent and also the language itself;
2. The characters change their languages to make the conversation more intense and show their intimacy and solidarity to each other;

3. There is probability that the characters only know the terms in Italian so that they prefer to change the language and make the interlocutors more understand about what they are talking about;

Furthermore, code-mixing serves three purposes: it neutralises the use of language, creates humour, and elicits an immediate response to the speech. This research is still limited to code-mixing and code-switching in the film.

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## **SPEECH STYLES USED FOR CELEBRITY GUESTS AND POLITICIAN GUESTS IN CLOSE THE DOOR PODCAST**

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### **Abstract**

Podcast video is currently famous to this day, especially the one hosted by Deddy Corbuzier, called “Close the Door”. It always brings the latest trending topics from famous people such as athletes, gamers, politicians, and celebrities. Since Deddy Corbuzier has a wide range of guests, it is a must for him to switch his speech acts every time he talks to different people. Thus, to see Deddy Corbuzier's ability to switch speech acts, this study aims to find out the types and the frequencies of speech styles used, specifically to the politician and celebrity guests. The analysis is based on the theories of speech style proposed by Chaer and Agustina (2010). This research uses a qualitative descriptive approach by collecting the data from the podcast videos and analyzing them in a table consisting of the five speech acts. By using those theories, the writers found that Deddy Corbuzier’s speech styles are changing based on which guests he is talking to, either the politicians or celebrities. Deddy Corbuzier, as a podcaster, uses Consultative Style, Casual Style, and Formal (Deliberative) Style to both of the guests. However, he uses more Casual Style to both of the guests who are politicians and celebrities.

**Keywords:** celebrity, podcast, politician, speech style

### **Introduction**

Podcasts have been growing in popularity over the years, especially during the COVID-19 pandemic which made them receive more time in the spotlight. This is proven by Kumparan because it released its latest version of a survey regarding the number of Indonesian youngsters who enjoy listening to podcasts. It said that 20% of Indonesians had listened to podcasts which makes Indonesia as the country with the most podcast listeners in Southeast Asia. However, the definition of podcast, according to Techopedia, is a type of digital media that is available in a series of episodes or parts and is streamed or downloaded by the end-user over the internet. Podcasts can be delivered via digital media such as audio, video, e-books, and radio broadcasting. Podcasts are used for everything from news and entertainment to education.

Nowadays, podcasts are widely spreading on YouTube. Many Indonesian celebrities are starting their own YouTube podcast, and one of them is Deddy Corbuzier with his podcast segment named Close The Door. Close The Door was first released in July 2019 and is still continuing until now with the total 601 episodes of podcasts so far. It always brings the latest trending topics from famous people such as athletes, gamers, business people, politicians, and celebrities. Since Deddy Corbuzier has a wide range of guests, it is a must for him to switch his speech acts every time he talks to different people.

Therefore, the writers are interested in carrying out the topic, speech style, because every person does not always speak in exactly the same style. This study aims to find out the types and the frequencies of speech styles used by Deddy Corbuzier as the host of Close the Door Podcast, specifically to his politician and celebrity guests. While conveying messages, giving information, or expressing something, each person always has a different speech style. When people talk differently to other people from different social backgrounds, it means they are adapting or accommodating our language to our audience (Janet Holmes, 2013). Meanwhile, according to Chaer and Agustina, speech style itself is divided into five styles; Frozen, Formal, Consultative, Casual, and Intimate. The analysis is focused on the context of the situation subject in Close the Door Podcast. The writers use the theory proposed by Chaer & Agustina's (2010) inspired by Martin Joos (1976; 153) in *The Five O'clocks Book* which discusses five styles of language. There are *ragam beku* (frozen style), *ragam resmi* (formal style), *ragam usaha* (consultative style), *ragam santai* (casual style), and *ragam akrab* (intimate style). Frozen style is used in a very formal situation such as in place, church speech or state ceremony, and some other occasions. It is called "Frozen" because it already has a pattern and cannot be changed. It is also intended to be remembered and used in very formal settings such as palace and church ritual, or in a sermon where the people are mostly unknown to others. It means if the frozen style usage of speech depends of the certain form in this case both speaker and hearer do not permit asking a question.

Formal or Deliberative style is a type of language style that is used in situations in which the speakers are very careful about choice of words, sentence structure and pronunciation (Richard (1985; 109)). It is usually used in important or serious situations, such as in scholar and technical reports, classrooms, formal speeches, and sermons. It has three characteristics, namely having a single topic, using a sentence structure that shows less intimacy between the speaker and hearer, and using standard forms. Formal style is used in formal situations where the communication is one way communication means there is no interruption. It aims to inform something important, so that sometimes the speaker needs to prepare first. It is artificially explicit in this pronunciation. Consultative Style is a language style that is used in semi-formal situations. Consultative style will show our usual norm to the strangers who can speak our language but their personal character may be different with us (Martin Joos, 1976; 155). It happens in two-ways participation that means it must be a pair conversation. The consultative style can be found in conversation between teacher-students, doctor-patient, and others. This style also can be used in formal situations and informal situations. The structure of the sentences has subject and predicate in every utterance, but some words of vocabulary are non-standard ones. This is because the consultative style is produced in a semi-formal situation. Casual Style based on Martin Joos (1967:155) is a

language style that can be used in informal situations like a conversation between friends, workers, and between students that are busy talking with each other outside the classroom using casual language style. It can be said that casual style is informal language. The vocabulary that is used influences the dialect.

Casual style is characterized by use of slang, which means a non-standard form of word which is known and used by a certain group. This slang word is a prime to indicate the group relationship and it is only used with the group insiders. Intimate style as defined by Martin Joss (1976; 156) is completely a private language that developed in families, lovers, and the closest friends. It means normally the intimate group is paired with the intimate labels like dear, darling, honey, mom, dad, or other nicknames might be used in this situation. Intimate language style excludes public information of course, it is not public assumption, it means that intimate has private vocabularies with the addressee. Intimate style is usually used by participants who have very close relationships, like between close friends. People using intimate style is to express their feelings toward each other and to express their intimate relationship.

### Method

The writers chose two different Close The Door videos with the aim of analyzing Deddy Corbuzier's speech style when he talks to different guests with different social backgrounds. Specifically, the writers have classified the guests' social backgrounds into two. One is for the politician guest who is Prabowo Subianto with the title *HABIS SEMUA!! PRABOWO PERDANA BICARA!! EXCLUSIVE - Deddy Corbuzier Podcast*, and the other one is for the celebrity guest who is Uya Kuya with the title *KOK LOE MARAH YA!? SETINGAN GW BUKA!? - Uya Kuya - Deddy Corbuzier Podcast*. Since the aim of this study is to focus on the social background differences, these two different guests are found to have the same gender and similar range of age, which is older than Deddy Corbuzier.

Table 1. Table of analysis of Deddy Corbuzier's speech styles as the host of close the door podcast

No	Utterances	Speech Styles				
		Frozen	Formal	Consultative	Casual	Intimate

The writer will use a qualitative descriptive approach by collecting the data from the two podcast videos and analyzing them in a separate table consisting of the five speech acts. With the table above, the writer will identify what speech style the Deddy Corbuzier produces by putting a tick (on one of the columns in the Speech Styles column). The writer identified Deddy Corbuzier's utterances as a certain speech style by looking at the characteristics from Chaer and Agustina (2010) that are primarily about grammar, vocabulary, and pronunciation.



Table 2. Table of findings of speech styles used by Deddy Corbuzier in close the door podcast

No	Speech Styles	Politician Guest Prabowo Subianto	Celebrity Guest Uya Kuya
1	Frozen		
2	Formal		
3	Consultative		
4	Casual		
5	Intimate		

After analyzing the two videos, the writers found the similarities and/ or differences of Deddy Corbuzier’s speech style when talking to politicians and celebrity guests. The writers will use the result of the analysis in Table 1 and then compare the two of them. After classified the data, the writers will count the speech styles that occurred in each video. First, the writers will count the total number of utterances from Deddy Corbuzier in the two podcast videos. Next, the writers will count the number of utterances in each speech style. In counting the percentage for each type of speech style, the writers would use this following formula:

$$\frac{\text{Utterance's frequency}}{\text{Utterances in total}} \times 100\%$$

Then, the writers put the result into the Tabel 2 to compare the two videos. They use the table in order to find the types and the frequencies of speech styles, also to see the differences and/or similarities in the types and frequencies of speech styles used by Deddy Corbuzier as the host of Close The Door to his politician guest and celebrity guest.

### Findings and Discussion

Table 3. Table of findings of speech styles used by Deddy Corbuzier in close the door podcast

No	Speech Styles	Politician Guest Prabowo Subianto	Celebrity Guest Uya Kuya
1	Frozen	0%	0%
2	Formal	3,26%	0%
3	Consultative	24,46%	18,46%
4	Casual	71,74%	52,82%
5	Intimate	0,54%	28,72%

The result provided in Table 3 shows that the most used speech style by Deddy Corbuzier, as the host of Close the Door Podcast, is Casual Style for both of the guests with a total 71,74% in the politician guest and 52,82% in the celebrity guest. The second one goes to Consultative Style with a total 24,46% in the politician guest and Intimate Style with a total 28,72% in the celebrity guest. The third goes to Formal Style with a total 3,26% in the politician guest and Consultative Style with a total 18,46% in the celebrity guest. The fourth goes to Intimate Style with a total 0,54% in the politician guest. In the celebrity guest, there are two styles which result in 0%, specifically are Frozen Style and Formal Style. Whereas, the result of Frozen Style is also 0% in the politician guest.

### *Casual*

From five speech styles found in both of the podcast videos, casual is the most dominant speech style that is used 71,74% with the politician guest and 52,82% with the celebrity guest. Casual language style based on Martin Joos (1967:155) is a language style that can be used in conversation with informal situations like a conversation between friends, workers, and between students. Although Deddy Corbuzier and Prabowo Subianto are not friends or colleagues, they still can communicate with each other using casual style. Since the occasion was for an informal podcast episode, Deddy Corbuzier, as the host, is able to talk casually to Prabowo Subianto, as a politician, which happens to be a formal job. For example, Deddy Corbuzier could give some daily questions such as “Tapi tiap hari minum kopi gitu malem pak?,” “Eh tapi kalo jadi pak Prabowo tidur jam berapa pak?,” and “Dan kalo bapak tidur 10 menit gitu, bangun seger?”. Casual style also can be used to the celebrity guest because podcast is an informal talk. Deddy Corbuzier, as the host, even uses a more casual language with Uya Kuya, as the celebrity guest. For example, “Oke tapi lu ngapain tiba-tiba minum kertas krep?,” “Halah, orang lu aja olahraga disuruh bini lu,” and “Lu bukan BA nya nih..bener?” Deddy Corbuzier and Uya Kuya actually show their close relation in the episode, but they tend to use casual style as the most dominant language because it will be consumed by millions of people.

### *Consultative*

In the politician guest podcast, Consultative Style is the second most used speech style by Deddy Corbuzier in the podcast. Consultative Style is a language style that is used in semi-formal situations. This style will show our usual norm to the strangers who can speak our language but their personal character may be different with us (Martin Joos, 1976; 155) which means it can be seen in a conversation between minimum two person or two-ways communication. The politician guest may have differences in background and status than Deddy Corbuzier. However, this podcast wants to convey a message in a casual and simple way even though the topic may be too hard or too formal for some people to understand. Therefore, Deddy Corbuzier, as the host, tried to use this style with Prabowo Subianto, the Minister of Indonesian Defense, in order to respect the minister. Besides, he wants the podcast to not be boring for the listener and they can get the message from this podcast episode easily. For example, “Tapi, artinya, ketika Pak Jokowi bisa mengambil keputusan itu, dia juga menurunkan egonya juga, sama-sama menurunkan egonya.”, “Tapi, masuk akal ga, sih? Maksudnya gini pak, kan gak nutup mata. Maksudnya dalam pemerintahan pasti ada korupsi, ada ininya, ada mafianya. Harusnya memang ada dong pak hal-hal seperti itu yang bapak tahu juga?”, and “Pak kalo mau minum dulu, boleh pak, silahkan.” The last utterance showed that Deddy Corbuzier respected Prabowo by letting him drink first after talking for a quite long time. Those three utterances showed that even Deddy Corbuzier and Prabowo Subianto have some differences, they both tried to adjust their speech style in Consultative Style because they were in the semi-formal situation while making the podcast.

Meanwhile, in the celebrity guest podcast, Consultative Style is the third most used speech style with a total 18,46%. This happens because there were some serious or formal topics from Deddy Corbuzier’s podcast with Uya Kuya, as the

guest. Even though Deddy Corbuzier and Uya Kuya are friends, and also have the same background, which is being a celebrity, some serious or formal topics cannot be avoided in the podcast. For example, “Ya, tapi ginilah. Ya, nih kita serius dikit buat orang-orang yang belum merasakan kena Covid, mungkin terakhir gini ya.”, “Oximeter itu berarti SpO2 bukan, ya?”, and “Kadar oksigen dalam darah? SpO2 betul?”

### *Intimate*

Deddy Corbuzier, as the host of Close the Door podcast, tends to use the intimate style with Uya Kuya, as the celebrity guest. Intimate style as defined by Martin Joss (1976; 156) is completely a private language that developed in families, lovers, and the closest friends. So, intimate style is used 28,72% when Deddy Corbuzier talks to Uya Kuya, the celebrity guest, and 0,54% when Deddy talks to Prabowo Subianto, the politician guest. Intimate style is usually used by participants who have very close relationships, like between close friends, just like Deddy Corbuzier and Uya Kuya. They have known each other for years since they both were magicians and now they are working in the entertainment industry as popular hosts. Deddy Corbuzier uses a lot of slang words and also insults Uya Kuya as a joke. This is because Deddy Corbuzier and Uya Kuya already understood each other. Deddy Corbuzier using intimate style is to express his feelings toward Uya Kuya and to express their close relationship. Using intimate style can produce the natural informal atmosphere in the conversation and make both of them closer and more comfortable in communication. For example, “Padahal gua tuh ngarepinnya HIV loh padahal,” “Emang settingan anying,” and “Ya tapi lu kan memang sudah begitu bos, justru kalo anda tidak alay, saya tidak punya bahan, jadi tetaplah alay.” Deddy Corbuzier usually calls Prabowo Subianto with an appropriate address term, which is “Bapak” to respect his rank and power. However, Deddy appeared to call Prabowo Subianto as “Anda” once in this episode, which was “Ya gak mungkin dong minta ganti rugi sama anda gara-gara dikencingin sama kucing.” In this case, Deddy uses the term “Anda” because he wants to melt or break the ice of power difference between the guest and him, but still respectfully. So, that is why he only used it once in a while.

### *Formal*

The result of Formal Style is 3,26% in the politician guest. This means that Deddy Corbuzier chose some words carefully and used standard form while talking to Prabowo Subianto. For example, “Pak, tapi, terima kasih, lho pak. Thank you.”, “It’s an honor for me, kedatangan Pak Prabowo di sini.”, and at the end of the podcast, Deddy Corbuzier said “Merdeka.” Those utterances happened in one way communication to express Deddy Corbuzier’s respect to the politician guest, Prabowo Subianto. In other words, the utterances were less intimacy to show the respect between a citizen to his guest who is a minister and has a higher status. However, the result of this style in the celebrity guest podcast is 0%. This happens because Deddy Corbuzier and Uya Kuya are friends which can be weird if they both used Formal Style while talking. A conversation between friends is better to be in casual or intimate style to show their intimate relationship. It does not require any standard forms or word choices to talk between Deddy Corbuzier and Uya Kuya

because they both have known each other. Besides, the podcast can be more fun and entertaining by using their language style.

### ***Frozen***

From five of the speech styles, frozen style is not used at all to both of the guests by the host of Close the Door podcast, who is Deddy Corbuzier. According to Chaer & Agustina's (2010) said Style which is intended to be remembered and used in very formal settings such as palace and church ritual. Frozen is a speech style that is usually used in very formal situations. It is called "frozen" because it already has a pattern and cannot be changed. Close the Door podcast is always a two-way conversational podcast, so it is unlike the frozen style that is also used in speaking to a single hearer. Since it is a podcast, where the speakers are expected to talk casually, Deddy Corbuzier was not using this speech style to both of his guests. His utterances in the podcast cannot fully be accepted seriously by the hearer. For conversation between friends, it does not use this kind of language variety.

### **Conclusion**

To sum up, by using the five speech style theories, Deddy Corbuzier's speech styles are changing based on which guests he is talking to, either the politicians or celebrities. Deddy Corbuzier, as a podcaster, uses Casual Style, Consultative Style, and Intimate Style to both of the guests. He uses Intimate Style to the celebrity guest more than to the politician guest. He also uses Formal (Deliberative) Style to the politician guest, but not to the celebrity guest. However, he uses Casual Style the most to both of the guests who are politicians and celebrities. This shows that Deddy Corbuzier, as the host, wants to make his podcast fun and entertaining even though some of his podcast's topics may be too hard to understand by some listeners. Deddy Corbuzier uses more Casual Style so that his listeners can understand the topic and get messages easily from his podcast. Some recommendations for the future research because this research still has its shortcomings due to the minimum number of podcasts analyzed. It seems too narrow to judge Deddy Corbuzier's speech style on Close the Door Podcast by analyzing only two podcasts. In the future, it would be better for the future researchers to conduct a similar analysis to more podcasts with different backgrounds and status of the guests, not only the politician and celebrity guests.

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## **IOT RESEARCH IN ONLINE LEARNING PLATFORM FOR EFL: A BIBLIOMETRIC ANALYSIS USING VOSVIEWER SOFTWARE**

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### **Abstract**

The era of the COVID-19 pandemic has changed the course of the world's education system. various innovations carried out by educational institutions. they built an online platform to help facilitate access to teaching and learning that is fun and not boring for students in this pandemic era. This article focuses on research on the use of online learning platforms for EFL. The researcher used VOSviewer software to analyse and visualize the use of online learning platform for EFL. Through bibliometric analysis and knowledge domain mapping, we systematically evaluated global research trends in online English as a foreign language (EFL) learning platforms on the spine. Dimension was used to conduct a systematic literature search. Microsoft Excel, the Online Analysis Platform of Bibliometrics, and VOSviewer were used to analyze the number, countries, journals, and authors of the publications, total citations, average publication year, and institution sources. VOSviewer was used to analyze and visualize the hotspots. We found a total of 158 publications. VOSviewer classified the research hotspots into three categories: online learning platforms as supplements, complements, and substitutions. According to the average publication year, the most recent hotspot was online learning platforms as a replacement, and the oldest hotspot was online learning platforms as supplements. During the Covid-19 pandemic, the number of studies conducted on an online EFL platform has increased.

Keywords: learning management system, online learning platform , EFL

### **Introduction**

Before the COVID-19 outbreak, the Indonesian educational system used a traditional face-to-face or offline learning management system, and there was little awareness of online learning platforms there. Nearly 1.6 billion students were significantly impacted by the COVID-19 pandemic due to school closures, which had a significant influence on the global education system (*Preventing and Mitigating COVID-19 at Work*, 2021; UNESCO, 2020). Governments were required to take significant steps to stop the virus from spreading, including social

isolation, quarantine, and the closure of workplaces, public areas (such as shopping malls), and school (De Giusti, 2020; Porcher, 2020; UNESCO, 2020). All institutions in Indonesia are worried about the most recent circumstances that have allowed the Covid-19 virus to spread. Issuing certain stringent regulations is one method used to stop the spread of the disease (Yunus & Rezki, 2020).

Nowadays, In the field of education, online learning systems have emerged as a critical requirement. The number of platforms utilized to enhance the quality of online learning is enormous. Online learning is currently the only option that can be provided to educators as a solution. Providing lectures, materials delivery, and even an assessment system for students is one of the most important aspects of higher education. Utilizing technology is a part of online learning, and students use it to transfer knowledge and complete projects. For students that communicate online, this online learning activity is particularly effective for raising performance standards (Hassan et al., 2020). Applications, websites, social networks, and learning management systems can all be used effectively in online learning activities (LMS). Platforms are used for material distribution, assessment, and even just accumulating tasks, among other things, to help the learning process. According to several authorities, the LMS's extensive and user-friendly features promote effective learning. (Gunawan1\*, Ni Made Yeni Suranti2 & 1Physics, 2020).

To determine the topic of articles, the number of studies that It is necessary to draw out the English Teaching Method in the Covid-19 Pandemic. The Covid-19 Pandemic English Teaching Method area is being mapped through bibliometrics analysis. The term "bibliometric analysis" refers to a process for reviewing and evaluating bibliographic data from research papers that may be presented mathematically, statistically, or scientifically and then used as a resource for scientific or research development trends.(Ardito et al., 2019; Ellegaard, 2018; Yu et al., 2019). Scientific article references must be verified, article citations must be indexed, similar articles must be grouped, and the scientific topics of journals must be mapped. It will be simpler for researchers to plan and carry out their research with the help of this bibliometrics, which will give an overview of the features of changes and developments in research on current trends and future trends (Nobre & Tavares, 2017).

Based on the aforementioned theories, this study aims to show how many articles about online learning platforms for efl have been written by researchers between 2020 and 2022 using bibliometrics analysis of VOSviewer to determine whether or not articles on this topic still need to be researched in the future.

## **Method**

The researcher examined the bibliographic mapping information of publications written about the online learning platform for EFL using a program called VOSviewer. VOSViewer is a computer program developed to build and view bibliometric maps (van Eck & Waltman, 2010). The methods for using this tool to examine the study's bibliographic mapping data are as follows.

### ***Analysis Tool Preperation***

There are several things that need to be prepared before using VOSViewer to conduct data analysis. First, VOSviewer is use as a mapping tool in this study to



visualize the data that will be mapped (**Figure 1**). Dimension-Publication data that has already been gathered is the second thing to put up (**Figure 2**). This Dimension is used to gather research information that will then be examined bibliometrically by VOSviewer.

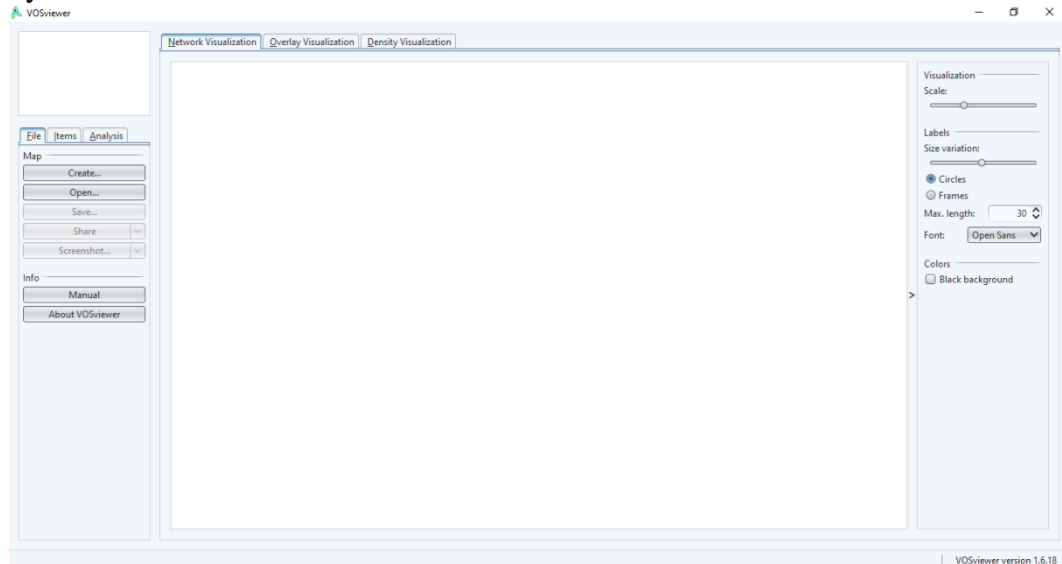


Figure 1. VOSviewer application.

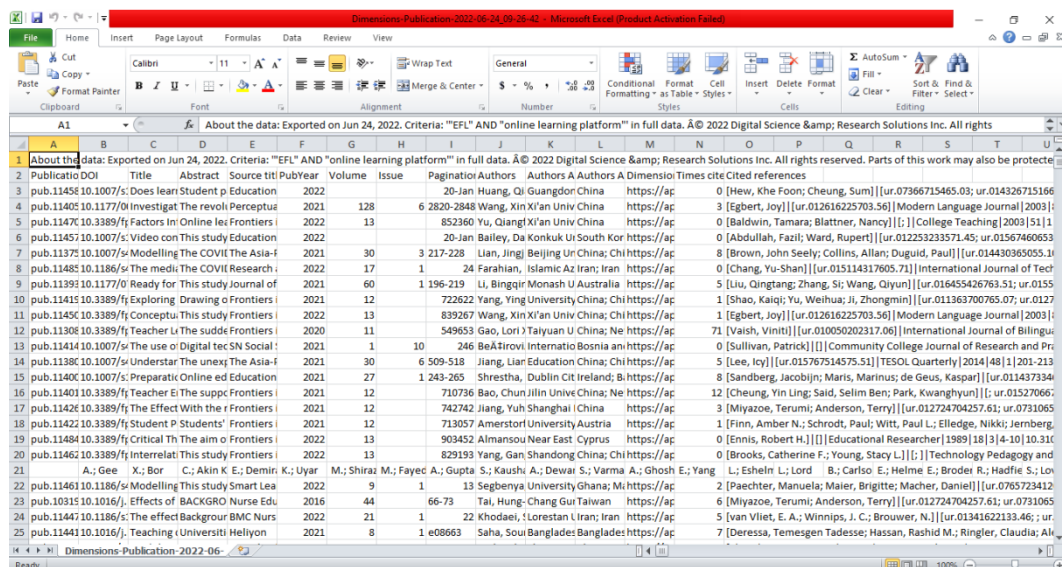


Figure 2. Dimension-Publication

### ***Bibliometric map research on Online Learning Platform for EFL***

This section explains how to use VOSviewer to study data on the growth of journal publications with the topic of online learning platforms for EFL by Dimension database from 2020 to 2022.

As an example of this research, the data will be taken through Dimension that has been gathered before (**Figure 2**). This data is used to conduct the bibliometrics analysis using the VOSviewer. The steps to get the data are as follows.

- a. Open the VOSviewer application

The first step in using the Dimension to obtain data is to launch the VOSviewer and then select the Create button. The initial window will then appear.

b. start to create the new mapping

To begin developing a new mapping, click create after launching the VOSviewer. There are three data kinds available: text data, bibliographic data, and network data for creating maps. Because the research for this study to conduct the bibliographic mapping, the map was created using bibliographic data. Click the next button after that.

c. Choose and select the type of data source

The following step in creating a research map, and there are 3 options for data sources: read data from bibliographic database files, read data from reference manager files, and download data from API. We used dimensions to collect data for the method section, and we decided to generate the map using bibliographic data. Therefore, we must select Read data from bibliographic database files in this phase. Thus, 5 type files—web of science, scopus, dimension, lens, and pubmed—were available to support this type. Select the dimension section. Then click the next button to proceed to the next stage.

d. Choose file to extract

Next, the Choose file page appears, select and enter the file that has been obtained via dimension, by pressing the three dots button. Then click the next button to proceed to the next stage.

e. Choose type of analysis and counting method.

There are 2 steps in this phase, the type of analysis type and counting method. There are 4 different types of analysis, each with 5 separate units. For the type of analysis, there are co-authorship, citation, bibliographic coupling, and co-citation. documents, sources, authors, organizations, and countries in the analysis's unit. Depending on the type and units of analysis we require, we can conduct data.

There are two different kinds of counting methods: full counting and fractional counting. Each contributing author receives one credit after full counting, thus five authors obtain five credits. A fraction of one credit is given to each author when using fractional counting (Egghe, Rousseau, & Van Hooydonk, 2000; Osório, 2018; Waltman & van Eck, 2015; Waltman, 2016).

In this study, we apply full counting to conduct the bibliometrics mapping based on the number of counties that publish the article of online learning platform for EFL. We also chose the bibliographic coupling by countries.

f. Choose threshold

This is the Threshold selection. The minimum amount of documents per country that must appear in order for them to be presented in a folder is determined on this page. The amount of documents in this study that mention at least five countries at a minimum and no citations. Since 28 countries are detected, we maximum the data display by 28.

g. Verify selected countries and Click Finish Button

This phase is the last step of the method, it is the selection of the used and developed research mapping's countries, select the countries on the page then followed by a finish button. The mapping of the research topic of online learning platforms for EFL is indeed visible.

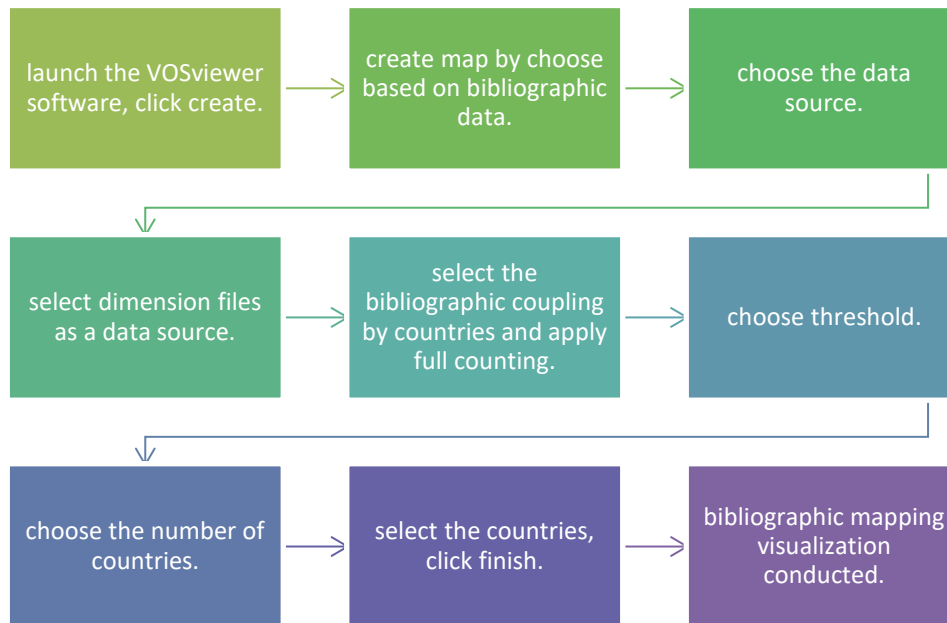


Figure 4. The mapping of the research

**Findings and Discussion**

**Findings**

Two distinct visualization methods for bibliographic mapping will be used to present the results. The first is a map of the bibliographic coupling created by network visualization, while the second is a map of the bibliographic coupling created by density visualization.

*Bibliographic Coupling map by network visualization*

Two distinct visualization methods for bibliographic mapping will be used to present the results. The first is a map of the bibliographic coupling created by network visualization (**Figure 4**), while the second is a map of the bibliographic coupling created by density visualization (**Figure 5**).

The results of the visualization of the bibliographic coupling map network of research developments regarding the topic article on online learning platform for EFL are divided into 5 clusters as shown in **Figure 4** below.

- Cluster 1. The red color consists of 13 items including Bangladesh, China, Egypt, Indonesia, Iran, Malaysia, Romania, South Africa, South Korea, Spain, Taiwan, Thailand and United States.
- Cluster 2. Green color consists of 5 items including Belgium, India, Japan, Saudi Arabia, Vietnam.
- Cluster 3. Blue color consists of 4 items including Australia, Canada, Singapore, Turkey.

- Cluster 4. Yellow color consists of 4 items, Cyprus, Oman, United Emirate Arab, United Kingdom.
- Cluster 5. Purple color consists of 2 items including Pakistan, Russia.
- In study articles on the subject of online learning platforms for EFL, the number of links, total link strength, and documents obtained by mapping on VOSviewer are indicated from each country on each cluster. As shown by the table below.

*Bibliographic coupling map by density visualization*

The cluster density view shows items that contain the same markings as the visible item. The item point has a certain color depending on the density of the item at that point. It is obvious that the color of the dots is fixed and determined by the object that is linked to other items. The cluster density view shows items that contain the same markings as the visible item. The item point has a certain color depending on the density of the item at that point. It is obvious that the color of the dots is fixed and determined by the object that is linked to other items. The 28 countries are organized into 5 clusters, and of the 5 clusters, cluster 1 has the largest density dot as compared to the other clusters. Indonesia has the highest density, followed by other countries whose density is decreasing.

Table 1. Clusters

<b>CLUSTER 1</b>	<b>LINKS</b>	<b>TOTAL LINK STRENGTH</b>	<b>DOCUMENTS</b>
Bangladesh	26	439	6
China	27	4479	118
Egypt	25	198	6
Indonesia	27	2592	158
Iran	27	869	15
Malaysia	27	2279	34
Romania	25	363	5
South Africa	24	188	6
South korea	27	839	8
Spain	27	420	15
Taiwan	27	2907	42
Thailand	27	268	8
United states	27	1726	36
<b>CLUSTER 2</b>	<b>LINKS</b>	<b>TOTAL LINK STRENGTH</b>	<b>DOCUMENTS</b>
Belgium	24	308	9
India	26	1312	12
Japan	24	132	6
Saudi Arabia	27	1946	20
Vietnam	25	540	6
<b>CLUSTER 3</b>	<b>LINKS</b>	<b>TOTAL LINK STRENGTH</b>	<b>DOCUMENTS</b>
Australia	27	1891	20
Canada	19	241	7
Singapore	19	228	7
Turkey	26	608	10
<b>CLUSTER 4</b>	<b>LINKS</b>	<b>TOTAL LINK STRENGTH</b>	<b>DOCUMENTS</b>
Cyprus	23	470	5
Oman	26	698	5

United Emirate Arab	25	372	7
United Kingdom	27	1938	20
<b>CLUSTER 5</b>	<b>LINKS</b>	<b>TOTAL LINK STRENGTH</b>	<b>DOCUMENTS</b>
Pakistan	21	1757	5
Russia	22	2134	17

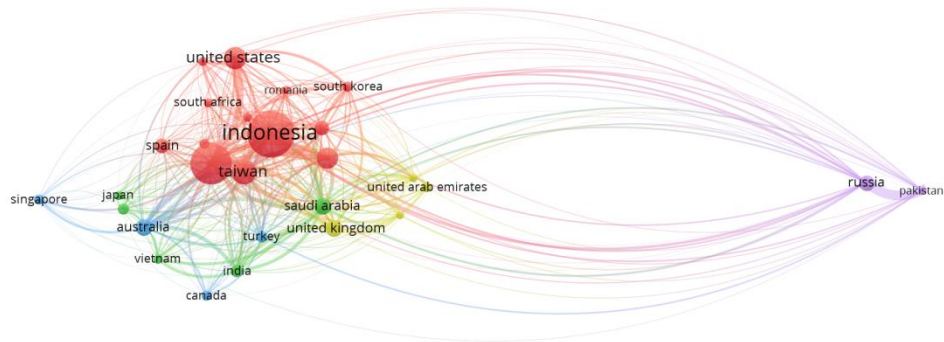


Figure 4. Bibliographic mapping network visualization on VOSviewer

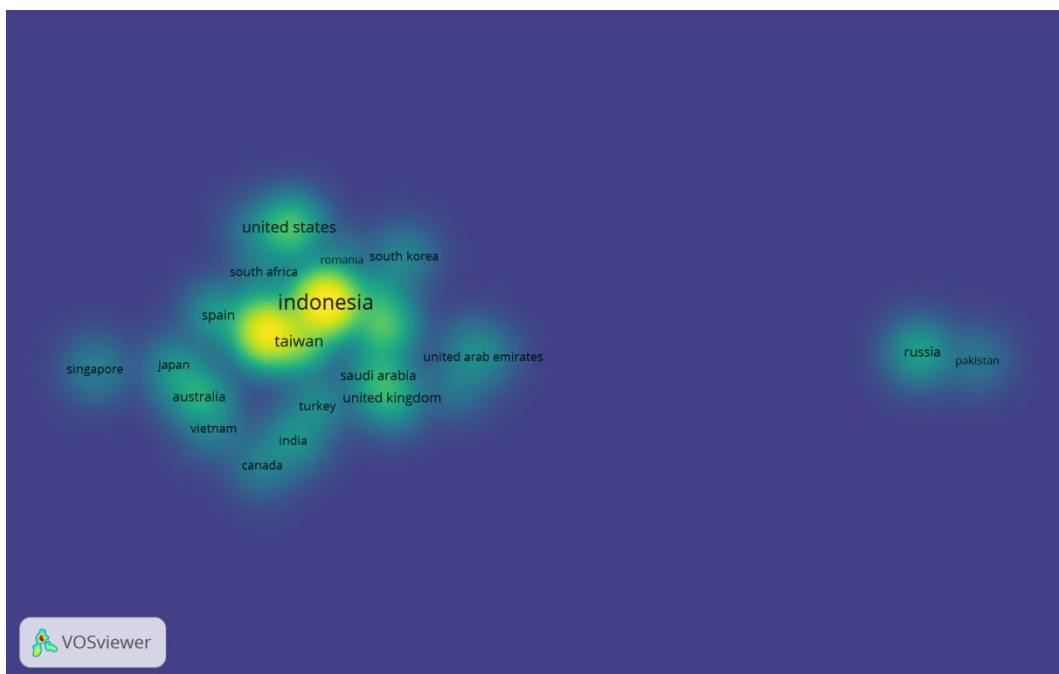


Figure 5. Bibliographic mapping density visualization on VOSviewer.

### ***Discussion***

According to a bibliographic map visualization created in this study using the publication of articles about online learning platforms for EFL from a dimension database and bibliometric analysis with VOSviewer, Indonesia is the country that conducts the most research and publishes the most articles on the topic. The online learning platform for EFL from 2020 to 2022 has been the topic of 158 documents (articles) from Indonesia. To carry out the online learning, a variety of platforms and applications, including learning management systems and other materials, are used (Atmojo & Nugroho, 2020). The usages of digital learning like Google Classroom, Cisco WebEx, wooclap, edmodo, quizizz, kahoot!, Google Meet, Zoom, PowToon, YouTube and Discord is covered in each topic. Even various social media platforms like Facebook, Instagram, and WhatsApp have evolved into learning tools that are frequently the subject of studies.

In Indonesia, these media are usually applied as tools to assist online learning activities. According to (Amin & Sundari, 2020), video conferences held using Google Classroom, WhatsApp Messenger, and Cisco WebEx Meetings have been considered to be significantly positive across the board. (Almurashi Wael, 2016) stated that YouTube's availability of audio and video elements draws students' interest. According to (Hamid, 2020), Zoom application could be a useful and effective learning platform for students with impaired vision (recording, chatting, and video conference). WhatsApp is a platform that advises and suits the demands of both students and lecturers in online learning environments during the COVID-19 pandemic (Rekha Asmara, 2020) . Thus, The previously stated online learning platform, which is popular in Indonesia, has also been the focus of studies ever since the COVID-19 epidemic in 2020.

### **Conclusion**

Indonesia is the country that has studied the most articles of online learning platforms in EFL, according to the findings of the bibliographic analysis carried out by VOSviewer, which were displayed in the network visualization and density visualization by country. There were 158 documents with a total of 27 links connecting articles with a total link strength of 2592 from different countries. Each article analyses several media, platforms, and learning media that are commonly applied in Indonesian teaching and learning activities. In Indonesia, platforms and LMS including Google Classroom, Cisco WebEx, Wooclap, Edmodo, Quizizz, and Kahoot! YouTube, Discord, Google Meet, Zoom, PowToon, Facebook, Instagram, WhatsApp, and Facebook are frequently utilized as online learning media. This shows that Indonesia no longer needs to research articles of online learning platforms in EFL because the subject has been thoroughly researched.

In addition, the Indonesian education system can continue to use online learning platforms as learning materials. Since the need for technology integration in language learning is inevitable, Future teacher preparation programs must incorporate these concepts into their course content: courses offered online, information and communication technology in language learning, and technology-enhanced language learning (Atmojo & Nugroho, 2020). Indonesia's new education system has developed into a hybrid system because, after the COVID-19 epidemic, we will enter a new era where online education can become an alternative media.

### **Suggestion**

For the further researcher, There is no need to examine previously researched articles about online learning platforms. There are still a lot of other platforms, such coursera, udemy, skillshare, masterclass, etc., that have not been thoroughly examined as to whether or not these platforms and LMS are suitable for usage in the Indonesian educational system.

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Undergraduate Conference on ELT, Linguistics and Literature  
English Language Education, Sanata Dharma University, Yogyakarta

## THE AWARENESS OF USING CODE-SWITCHING BETWEEN INDONESIAN AND ENGLISH TOWARDS YOUTHS' DAILY LIVES

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### **Abstract**

All Indonesians have received English lessons from elementary school to high school or vocational school. They can also choose to learn English in college if they are really interested in that major and want to know more deeply about that. From this opportunity, it can allow two different languages to be used as one in a conversation. If this situation is repeated, it will form a new habit for youths that we know as code-switching. This research will find out whether youths are aware of the use of code-switching. Then, as well as examining whether the use of code-switching has several positive impacts on its users. Using the qualitative technique and involved seven respondents who are willing to answer around six questions related to the topic that is being discussed. As a result, those two objectives can be achieved. Youths become aware of the use of code-switching and also benefit from its use in daily life.

Keywords: awareness, code-switching, impact

### **Introduction**

#### ***Research background***

From the beginning of life, humans create a language that can be used to make their life easier. Language can help them to understand each other's intentions and communicate with other people without worrying if the interlocutor does not understand the topic being discussed. However without language, humans cannot interact or connect with others better and are isolated from this rapidly changing era. Then, language is part of a culture that is inherited from the previous generation to the next generation. Before using the language we know today, humans have used sign language to communicate. However now, humans have used the languages that are commonly used in the society where they live. For example, we have often encountered that there are some people who use two different languages at the same time like Indonesian and English in the fields of education, politics, economics, social, and culture.

All Indonesians have received English lessons from elementary school to high school or vocational school. They can also choose to learn English in college if they are really interested in that major and want to know more deeply about that. From this, the example of using English in everyday life is a form of application of the knowledge that has been obtained while being a student and also stay up to date

with the new trend. In addition, with globalization which allows the exchange of information and the advances of developing technology, Indonesians, especially youths can easily learn a new language. They can learn from trusted websites or applications like *Duolingo* and *Cakes* that focus on language learning like English. They can also learn from films or video series on *YouTube* that use a second language as the intermediate language. They can improve their reading, writing, listening, speaking, and the other skills that they need recently. Furthermore, it is a good thing for Indonesians to learn another language nowadays because they should be able to master two languages, Indonesian and English. Then, as the final result of learning the language, at least they should be able to speak and write the language being studied in their daily lives. From that action, they can expand their critical thinking, problem-solving, and creativity skills when facing the new issues around them (Prat & Stocco, 2018).

In using a language, there are two types of language that need to be considered, namely informal and formal language. In using the informal language, youths should use it with their peers or the person that is younger than them. There are also no special rules that must be followed by them and they can adjust the function of the language easily. So, they are completely free to speak and write the languages that they find comfortable to use. On the other hand, in using the formal language, there are terms and conditions that must be followed such as using it to talk to older people and also in formal situations. In conclusion, there are many people, especially youths who prefer to use informal language rather than formal language in their daily conversations to gain effective communication (Muslimawati, 2022).

After that, because of the frequent use of informal language in everyday life, an opportunity can arise that allows two different languages to be used as one in a conversation. If this situation is repeated, it will form a new habit for youths that we know as code-switching. For example, in an interview on an Indonesian tv show, it was seen that Cinta Laura as a young person who can speak two languages, especially Indonesian and English, used English when interviewing Chris Hemsworth who is an Australian actor who plays the role of Thor. In the interview, it was also seen that there was a direct use of two different languages when Chris Hemsworth responded to Cinta Laura's statement in Indonesian and vice versa. From this example, it also shows that one of the uses of code-switching is to show solidarity with the addressee. Then as we know in this example, code-switching is used when the people who are involved in the conversation can listen and speak the languages that are being used.

According to Nilep (2006), "Code-switching is defined as the practice of selecting or altering linguistic elements so as to contextualize talk in interaction." From this definition, the function of using languages in code-switching is to help the users to explain or give information about something or the event that happened and build the social interaction (Sert, 2005). So, if in a conversation there are two different languages used, it is not a big problem. The most important thing is that the people involved in the conversation understand about the languages that are being used and the topic being discussed. However, do other people, especially youths who see the acts that Cinta Laura do and so on, know and realize that it is a process in sociolinguistics, namely code-switching.

People who can use two languages or are bilingual, sometimes do not realize the change in use between the two languages they master because it has become their habit and occurs spontaneously in their daily lives (Martínez, 2014). From that, the brain cells of the people who speak two languages or more can quickly respond when it is necessary to use two languages at once in a conversation with the other person. However, it should also be considered that the use of code-switching can be done and beneficial if the addressee also knows and understands the language used by the speaker. If the addressee does not understand the language, it is not recommended to use code-switching because it will make it impractical and then the speaker will need to explain what he or she means twice or more.

### ***Research Questions***

In composing this research, the researcher will get the data from the interviewees. So, this research is qualitative research. After that, through this research, the researcher wants to find out whether youths are aware of the use of code-switching. As well as examining whether the use of code-switching has several positive impacts on its users, especially for youths who use code-switching more often. This research also attempted to answer the following research questions:

- (1) Are youths aware of the use of code-switching?
- (2) What are the students' reasons for using code-switching?
- (3) How can the use of code-switching have several positive impacts for the youths?

### **Method**

In collecting data to compile this research, the researcher uses the qualitative technique. The researcher conducts interviews one by one with the participants directly and uses the media conference that is *WhatsApp* video calls. In the process of each interview, there are six questions that each of the participants should answer. The participants should give the answers based on their understanding and experiences. However, before the interview of each interviewee begins, the researcher has determined the criteria for the participants that can participate in this research. There are two criteria that become the basis for consideration. First, the participants are youths in the range of ages 18 years old until 27 years old or still have youth spirit. Lastly, the participants at least have used code-switching once that is Indonesian and English and vice versa. After that, the researcher conducts interviews randomly with seven interviewees that pass the requirements that have been made.

Then, in this research, the researcher also takes data using random sampling. So, the researcher asks randomly several of her friends or people who pass by to become the interviewees for this research. All of those researcher friends and the people who pass by are Indonesians and have the ability to listen, speak, read, and write English as their second language. From this action, each sample or in this case the researchers' interviewees has the same possibility to be selected or interviewed to fulfill the data needs of this research.

After that, in analyzing the data gathered, the researcher uses narrative analysis. The researcher will describe the results of the interviews based on the research questions in the form of paragraphs. Each paragraph will contain answers and also the interviewees' experiences regarding the use of code-switching in their

daily lives. Using this data analyzing technique, it can help the researcher and the readers compare the data obtained from each interviewee and get new insights from it.

### **Findings and Discussion**

As explained in the background of this research, we will discuss the results of interviews with interviewees related to the research questions that have been formulated. The data were obtained through interviews that was conducted on Wednesday, June 22, 2022 with seven interviewees by exploring data regarding awareness of code switching. The data will be presented in two parts. The first part discusses youth awareness and reasons for using code-switching and the second part discusses the positive impacts of using code-switching.

#### ***Youth awareness and reasons for using code-switching)***

From the seven interviewees, there were four people who knew what it meant by code switching and there were three people who didn't know the term. However, after being explained by the researchers about the meaning of code-switching, most of them said that they always use code-switching in their daily lives. According to respondent one, she said that she uses code switching because there are certain sentences that are more comfortable to use in English. She usually uses code switching when talking to her friends, younger sister, and close relatives. Then, for respondent two, the use of code-switching has become a habit for him when talking to friends, co-workers, and parents. So no wonder he always uses code-switching in a conversation. Next, respondent three, she does not use code-switching too much, only sometimes to help her explain things to the other person. Respondent four often uses code-switching because she is a student who is studying the foreign languages. The use of code-switching is a demand for her learning and has influenced her habits too. After that, respondent six sometimes uses code-switching to express herself. Respondent seven often uses it, according to him a few words in English can help him to communicate verbally or in the writing form. Then, he also uses code switching to make his conversation become more efficient than using the other language that is Indonesian. He will perform code-switching when talking to friends and other people who understand the use of English better. On the other hand, respondent five rarely uses code-switching, but she sometimes uses code-switching in the writing form or when chatting with her friends in the social media.

#### ***Positive impact of using code-switching)***

From the results of interviews that have been conducted, there are six respondents who say that the use of code-switching is important to implement and also has some positive impacts in their daily lives when interacting with other people. However, there was one respondent, which is respondent five who said that the use of code-switching did not have much impact on his life because she preferred to use only one language when communicating. So, the use of code-switching is not really important for her life.

Here are some discussions about the answers from each respondent. Respondent one said that the use of code-switching can increase her vocabulary, make communication more flow, and be able to express herself more. Furthermore, respondent two claimed that there are many terms that really need to be in English.

So using code-switching makes him realize the functions of using several words in the languages that he uses. Respondent three said that she feels that code switching is necessary to use, especially if youths want to learn English and get closer when talking with their friends. Then, respondent four said that using code switching is useful for increasing language knowledge and also raising social status. The other positive impact is that it can help to explain in detail about what the respondent six think towards the issues around her. The last, code-switching is beneficial for the respondent seven because it gives advantage to make his conversation more efficient.

### Conclusion

From the data presented, it can be concluded that youths already have an awareness of the use of code-switching in their daily lives. They can use two languages at once, for example Indonesian and English in a conversation. They also understand that in using code-switching the important thing that should be considered is that the other can easily get to know the main topic that is being discussed. So that there was no miscommunication between the two parties involved in the communication. After that, code-switching can also have a positive impact for youths or the people who use it. It can help to increase vocabulary, express themselves in a unique way, explain things more clearly, and so on.

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## AN ANALYSIS OF STUDENTS' VOCABULARY MASTERY BY USING DIGITAL PICTURE BOOK IN ENGLISH LEARNING

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### **Abstract**

Learning vocabulary is as important as learning other skills such as reading, writing, listening, and speaking. Therefore, teacher must use creative, enjoyable, and interesting strategy to teach students vocabulary. By using digital picture book, teacher can make the learning activity more exciting and colorful to improve the students' vocabulary mastery. The objectives of the research are to describe the vocabulary mastery of the students taught using digital picture book, to describe the vocabulary mastery of the students taught without using digital picture book. The method of this research is descriptive qualitative. The gathered data in this research are using interviews to the fifth-grade students. Based on the findings, digital picture book help students to improve their vocabulary. The enactment of digital picture book shows that students are motivated to improve their vocabulary mastery.

Keywords: English learning, digital picture book, vocabulary mastery

### **Introduction**

In this digital era, technology is very helpful for humans in various aspects of life, one of which is helping in the world of education. Since Covid-19 spread, students were forced to carry out online learning activities from home. This is where the importance of technology come so that students get an education even without having to go to school. In Indonesia, there are many schools that teach English. This is of course a good thing because it can help students to learn foreign languages from an early age. However, there are problems that are often encountered by students. Namely, the inability of students to participate in learning in the class. The problem that students often experience is the lack of vocabulary they have.

Vocabulary itself is one of the most important skills in English learning. Without vocabulary, people can't express their idea because vocabulary plays an important role in individual language skills. Vocabulary needs continuous growth and development. This is also supported by (Tahir, 2012) who stated that in English learning, vocabulary is one of the important skills in order to master English as Foreign Language. (Huyen & Nga, 2003) Also stated that it is one of the elements that can bind together the four skills of English such as speaking, writing, reading,



and listening. From the statements, vocabulary is a very important thing to learn and improve. Without it, students can't master the four skill of English very well.

In learning activities, as a teacher, of course they must be able to find a learning method that is interesting, fun, and not boring for students. Especially during this pandemic, many students complain because they feel bored and not interested in learning online. According to (Mustofa, 2007) teachers are the primary component in learning process, so that the quality of education is determined by the quality of teacher in fulfilling their duties. The troubles faced by the teacher were also supported by (Mukhlisa, 2021) it was revealed that English teachers has to use a lot of strategies to solve online teaching to motivate students.

One of the learning methods that teachers used to make learning more interesting is to use digital picture book media. According to (Lee, 2009) picture book is a well-known effective tool to be effective in improving vocabulary. Digital picture book is one of the media that can be used by teachers in learning. Teachers usually choose this media for students because of its easy-to-access use and this book is filled with lots of interesting and colorful pictures for students.

By using digital picture books in online learning, students can continue learning English to improve their vocabulary. According to (Hashemifardnia, 2018) the use of picture books in learning English can increase students' vocabulary because of the interesting pictures in the picture book. And also from (Ifadah, 2019) stated that using picture book help the students to increase their vocabulary. Based on these previous studies, the researcher ensures that this study is different from theirs. This study focuses on the effect of students' vocabulary improvement abilities after using a picture book.

## **Method**

The author uses descriptive qualitative research to examine the students' vocabulary mastery using digital picture book. The students' abilities in pronouncing, spelling, and understanding the meaning of the words they learned are described and analysed using thematic analysis. The research instrument for this research were observation checklist and interviews. The interviews are conducted to three students and one teacher from SD Muhammadiyah Kleco.

The research subject in this study were the teacher and fifth graders of SD Muhammadiyah Kleco. This subject were selected because these students have experienced in using digital picture book as learning media by the teacher. The researcher only pick three fifth graders students out of 20 students in the class.

## **Findings and Discussion**

The findings of this research explain the results of the interviews and observation with the students in SD Muhammadiyah Kleco. From the interviews it was found that the students more excited to learn using digital picture book as a media. This result is proven by the result of interviews from the students who said:

### ***First Student***

“Menggunakan buku bergambar sangat membantu saya dalam meningkatkan vocabulary saya. Buku yang digunakan juga sangat membantu saya dalam mengingat kata-kata yang dipelajari. Penggunaannya cukup mudah dan gak ribet”

“Using picture book really helped me to improve my vocabulary. The book used really helped me remember the words I learned. Using it is also very easy and not complicated”

### ***Second Student***

“Untuk saya penggunaan picture book itu cukup membantu. Gambar dalam bukunya menurut saya cukup menarik, jadi dapat membantu saya dalam mengingat kata-kata yang dipelajari. Penggunaannya tidak susah dan cukup simple”

“For me using picture book is really helpful. The pictures inside the book quite interesting, so it can help me to remember the words I learned. Using it is not difficult and quite simple”

### ***Third Student***

“Iya kak membantu, karena bukunya bergambar jadi bisa membantu saya untuk lebih meningkatkan vocabulary saya. Gambar bukunya lumayan menarik dan jadi lebih ingat kata-kata yang diajarin. Pakainya juga mudah”

“Yes it is really helpful, because the book has pictures so it can help me to improve my vocabulary. The picture in the book is also interesting and help me remember the word taught by the teacher. It is very easy to use”

Based on the results of interviews with 3 fifth graders students, it can be seen that students like to use picture books. They like to use it because the book used not only contains text but there are many pictures that can help them to remember and improve their vocabulary. The use of this digital picture book is also quite easy because students can open it from anywhere such as their cellphone. According to them, the pictures in picture books are usually interesting because of the colors used.

### ***The Teacher***

“Jadi pembelajaran menggunakan buku bergambar bikin anak-anak jadi lebih paham dan aktif. Karena mereka suka sesuatu yang bersifat visual. Menggunakan metode ini juga mampu meningkatkan vocabulary para siswa karena hal visual tadi jadi mereka lebih bersemangat dan focus dalam pembelajaran. Saya juga sering mengimplementasikan penggunaan media picture book dalam pembelajaran saya di kelas lain”

“So learn using picture books makes children more understand and active. Because they like something visual. Using this method is also able to increase students' vocabulary because of the visuals said, so they are more enthusiastic and focused in learning. I also often implement the use of picture book as media in my other teaching class”

From the results of the interview with the teacher above, it can be seen that when the teacher uses media such as picture books, the students become motivated and enthusiastic in following the lesson. The students also became more understanding of what the teacher taught. This is because students understand better if they learn using visual aids. Visual aid itself is one of the media that is quite helpful for students in learning new words with pictures, students learn English more simple in understanding these words.

## Discussion

Since the Covid-19 pandemic, students have to do online learning from their respective homes. This makes the students not enthusiastic in doing learning, especially English subjects. Due to lack of enthusiasm in learning, this causes students to have little vocabulary mastery. Therefore, the teacher uses a picture book as a learning medium so that students become enthusiastic and understand the words being studied so that they can improve students' vocabulary mastery.

From the research findings that have been done. The students feel more enthusiastic about learning to use a digital picture book because it is easy to use, besides that the digital picture book does not only contain text but is filled with interesting and colorful pictures that can help students remember and understand the words they are learning. Thus helping them by improving their vocabulary.

The teacher interviewed also said that the use of picture books made the students active and focused because of the visual aid. This is also supported by (Kakavand, 2013) who stated that visual aid is a tool that can provide knowledge of certain material that other tool can't do. The teacher is also very happy to implement the use of picture books in the classes he teaches so that students can be more enthusiastic in learning English.

## Conclusion

Based on the results of the research findings and discussion above, it can be seen that the 5th grade students of SD Muhammadiyah Kleco experienced an increase in their vocabulary mastery when using picture books as a medium of learning. The teacher who teaches them also chooses this media because the students need visual assistance in learning so that they can better understand the vocabulary learned in class. So that the effect obtained from learning using picture books is that students become more active, enthusiastic, focused, and enthusiastic in learning English vocabulary.

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## **AN ANALYSIS OF TEACHERS' STRATEGIES TO INCREASE STUDENTS' LEVEL OF ENGAGEMENT IN SPEAKING CLASS**

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### **Abstract**

Teachers strategies in order to teach English language are very important aspect. In addition to increase the student level of engagement in speaking class a good strategy is really needed. Therefore, using a qualitative method, this study was conducted in order to find how do the teaching strategies used by the teachers impact students' level of engagement. Then the researcher expected after conducting the interview with the teachers, there were some of good teaching strategies in order to increase the student level of engagement. Because of 2019 pandemic of Covid-19, this study also was conducted in order to find what teaching strategies are used by teachers in an online speaking class. There were also present some good teaching strategies in an online class to increase students' level of engagement. The last one is the study was conducted in order to know how do the teaching strategies used in an online speaking class differ from those used in a face-to-face speaking class. In conclusion, a strategy such as small group discussion and focused group discussion is the most widely used strategy and the most influencing student engagement.

Keywords: Teaching strategies, student engagement, speaking class

### **Introduction**

English is an International language, almost all the country in this world used the language in many ways. Then, there are many things that we have to learn in order to adaptation with the others. Mastering English as a Foreign Language, offers a wide range of opportunities for people to increase their standard of living in today's society (Bougerne, 2011). Just like today's, we are in the generation that everything is based in the internet. It is possible to do everything with someone or something in the different world such as listening music, watching movie, reading articles, write anything and of course communicate with someone. For communication purpose in our life, especially in this era learning English language are important.

Participation plays an important role in the development of learners' learning, self-esteem and sense of belonging in the classroom. Engagement has several parts, one of them is participation. Student participation in the classroom should be considered one of the most desirable outcomes of teaching. The evidence has been improved that academic participation in the higher level are connected with better

academic performance, lower dropout rates and delinquency (Simeonsson, 2001). Further, engagement is also related with student willingness, their comfort in learning, and also related with task. Maybe we could enhance learner engagement level from some indicators like this.

There is no doubt that a good strategy from teachers in teaching is needed to increase the level of student engagement in the speaking class. The significant of using appropriate language learning strategies could be improve language skill in a positive way, as stated (Fedderholdt, 1997). Even for themselves, these English teachers have a very difficult task, because they also have to teach 3 other English skills besides speaking that is reading, writing, and listening. Although, basically these 4 skills are connected one with each other and can't be separated from each other when teaching.

There is a fact that a senior high school students' have lack in their ability to speak in others language such as English language. They rather well in writing and grammatical ability rather than speak fluently and accurately. These problems come from various aspect likes from the students that they think a speaking ability is not important for them, speaking is not really count as their achievement in evaluation or final score. From the teachers' sometimes, some of them also didn't care to their students' speaking ability because it is hard to fix it when they aren't native language and their final score is enough to measure these students are good in English or not. So, we need to keep them actively in our speaking class and engage them for making them get used to English word by attending our speaking class repeatedly. For this we need to know the method or the teachers' strategies to make the students' level of engagement in speaking class increases.

In the context of online learning during a pandemic teaching speaking can be more difficult for several reasons, the first reasons why it can be more difficult is the use of learning support applications for virtual meeting, such as google meet/zoom, has not been maximized. There are many of students did not join the class but only come in to the application, only their name. If the teacher is hard to control only for their participation so what about the other aspect in learning activity. The others reasons, (Huang et al., 2020) also details three main challenges in online learning in today's pandemic era. First, teachers have a limited time in preparing and/or adapting offline learning materials to online. The second one is lack or limited opportunities teachers and students in interacting directly and freely during online learning that result in disruption of the learning process. Third, the use of a pedagogical approach that effectiveness requires more effort in motivating and activating students in learning online. It will be interesting to know what teaching strategies teachers use to teach their students online.

From my personal experienced before, at SMA Negeri 2 Ngaglik, one of the schools located in Ngaglik Sleman, learning speaking offline sometimes the teacher use a song or the students used to perform in front of the class. Based on the explanation above, the researcher interested in observing and finding how strategies used by the teachers to increase student level of engagement in speaking class. Besides this, the researcher also interested with is it teachers of English language has different strategies while they teach in the pandemic era of Covid-19. Because of this, the researcher became curious and try to investigate this with a research entitled "An Analysis of Teachers' Strategies to Increase Students' Level of Engagement in Speaking Class".

This research aims to answer the following question: How do teachers' teaching strategies have impact on students' level of engagement in a speaking class? To help investigate the research question above, this research is guided by the following sub-questions such as firstly what teaching strategies are used by teachers in an online speaking class? Then the second questions are how do the teaching strategies used by the teachers impact students' level of engagement? And for the last questions is how do the teaching strategies used in an online speaking class differ from those used in a face-to-face speaking class?

Hopefully there are some benefits that can be obtained from this research. First, this study could be very beneficial for English teachers who try to find better ways to engage their students' in speaking class. Moreover, the teachers could use this research as a reference to conduct a study on different grades as well. Second, the findings of this research can be a reference for future researchers who are interested in conducting a study about teachers' strategies when they engage their students' in speaking class. Last but not least, this research could be beneficial for the students because it helps them to be more interested in develop their speaking ability. They will be able to know how important if they are active in the speaking class.

## **Method**

The research design in this research using a qualitative method. According to (Creswell, 2012), qualitative research is a means to explore and understand the meanings ascribed to individuals or groups human social problems. The research process involves questions that arise and procedures; data collection in participant settings; analyze data inductively, building from specific themes to general themes; and make interpretation of the meaning of the data. Final written report has flexibility writing structure. This research setting was held in SMA N 2 Ngaglik, this school will be chosen because it has experienced in an offline learning, online learning and also blended learning. It also one of the school which has a significant progress both of academic and development in its area.

The sample of this research is English teachers of SMA N 2 Ngaglik. Purposive sampling; subjects were chosen because they can provide relevant information about topics and settings under investigation. It was chosen also because it was based on data saturation until the new data point where no more new information can be obtained. A different number of strategies are used to get participant sample for the study. The planned selection of a participant based on their attributes is known as purposive sampling, also known as judgment sampling. It's a non-random technique that doesn't necessitate any underlying concepts or a set number of participants. Simply put, the researcher identifies what data is needed and then seeks out persons who can and will provide it based on their knowledge or experience. (Etikan, 2016). So, in this research the participants will be selected based on some criteria. First, they are experienced teaching in senior high school. The second one is they are experienced both in an offline and online condition.

This part will be explained about research instrument. As stated by (Ary, 2010) qualitative research are commonly used observation, interviews, and document analysis in their research instrument. Interviews, in order to collect the data, is require asking questions and receiving responses from participants.

According to (Creswell, 2012), an interview is a period during which a researcher asks one or more participants questions and records their responses. So, in this study the researcher used a semi-structured interview and observations checklists to check the result of the interview and to minimize bias. Researcher using a thematic analysis method for this research. The thematic analysis method is a method for detecting, analyzing, and reporting patterns (themes) in data. It organizes and describes your data set in (rich) detail at a minimum (Braun & Clarke, 2006). The things that will be analyzed later, such as teachers' belief or their self confidence in borrowing their material and strategies in their class. The other things are how about impact on students' participation and for online learning, does internet connection affect their learning activity.

The procedure of this research is divided into several activities, there are first planning, action, observation, and reflection. In the planning part the activity such as preparing the materials for the interview, preparing what must be observed when doing the research, and many more. The next activity is the action of my research. This is the part when going to the target school for doing what the thing preparing before to do it. The activity maximum takes 3 days but it can be longer than 3 days.

The next activity is Observation, this is one of the instruments that used for this research to collect the data. For the last activity is reflection. The result for the whole activity then will be analyze. This is for is it any improvement in student ability because of the teacher strategies in speaking class.

### **Findings and Discussion**

The findings of this research were divided into three parts, there are; interview with the teacher result, interview with the student result and an observation in their class. Because of the goal of this study is related to teachers' strategies and about students' engagement, the interview with the teachers' as planned in the previous chapter would measure those things. For the observation in the class would be used for minimalize the bias from what the interview data delivered from the teachers', also it would be used for the data addition in student engagement and teachers' strategies in students' perception. The analyzing of the three instruments would be done by analyzing the voice record transcript and picture of the observation activity.

The first day of the interview with the teacher was conducted on May 17, 2022. The activity was started in the afternoon after the class because of the situation after pandemic era that the learning activity was ended in 11.30 o'clock in the afternoon, but the others teacher has a vacant time after her class at 9.00 o'clock in the morning. Because it was our second meeting and before of the interview activity was begin in the previous day, we were an appointment and for the meeting so we directly started the interview. Beside of their learning activity that was very crowded they could give an extra time to do a focused interview, so the researcher give a fully respect and special thank you. From this interview was obtained some data relating to the strategy teachers use in their classes and how engaged students are in their classes. The most strategy that was used by the teacher is by making small or large groups strategy. It can be also called as focused group discussion and cooperative learning, but they also mention others strategy likes problem based learning and project based learning.

At the second day, the activity was about observations and interview with the students'. From the observations first the researcher thinks that not too many



aspects what the teachers' mention in the interview before are false and what they mention before maybe was their experience in the others classes or previous batch students before of this observation. From the interview with the students, because of different people has different opinion so they have different answer to support the two teachers' interview result. The first teacher stated that she was get used to apply PBL (Problem Based Learning and Project Based Learning). She was liked an activity in her class using something like small group discussion and focused group discussion. At the first of her class she was explain to their students what will they do or what they will they have in the entire meeting that day. After checking the attendance and explanation about that material, she normally showed her student about their activity that they will do with a video or ppt with a projector.

She claims that this kind of method are forced student to be a critical thinking and get used in English language. For the student, she said that there are several students didn't like this method, but what do they not realize that this method actually trains them to learn English language unconsciously. The next teacher also said or claiming the same thing with that, but this one is not intensive as before. In the senior high school level, there are 2 types of English language the first one is english specialization and mandatory English. The second one teacher is teach a mandatory English so she is not using a PBL (Problem Based Learning and Project Based Learning) as intense as the teacher before, but she also using a group discussion as a primary strategies. In the end of their class this second teacher is also give her students methods to increase their English language ability by themselves like downloaded an online dictionary, but its only English to English.

Based on the observation, for the level of senior high school these strategies are quite enough to increase their engagement in English language. On the other hand, the first teacher that using an intense using problem based learning or project based learning just likes in the English specialization makes them a little bit difficult to do it because of their level only senior high school. Based on the observations the first teacher brings a positive energy in her class and the class atmosphere becomes live. The second teacher makes her student comfortable by deliver her material in a relaxed condition and fun.

## **Conclusion**

A group discussion, inquiry learning, project based learning, and problem based learning are some of learning strategies that teacher in senior high school used to engage student participation. The effect of their strategies to the students in their class are conscious and unconscious because of the method they choose and how the teacher delivers the material. In an online class or pandemic era, it was kindly hard to teach students skill in every English skill because of the lack of time and others reasons.

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## **PRE-SERVICE TEACHERS EXPERIENCE IN FIELD TEACHING PRACTICE DURING PANDEMICS**

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### **Abstract**

Field teaching practice is a very important phase for the pre-service teachers in the process of becoming full members of a community of teaching practice. In view of this, this study was conducted with the aim of exploring how the pre-service teachers perceive their experience of participating in online field teaching practice during the pandemic COVID-19. The study will involve 4 university students of English Education Department programs who take part in the teaching practice program (PLP 2) while the pandemic COVID-19. The study will adopt a case study design under a qualitative research paradigm to tap into the participants' individual experiences of engaging in field teaching practice. For this purpose, data were collected from in-depth interviews with the participants. The result of this research found that of the four participants, three participants choose to conduct an offline teaching practice, while only one participant choose an offline teaching practice. The researcher also found some difficulties that the participant they have faced such as lack of internet connection and time allocation.

Keywords: COVID-19, pre-service teacher, teaching practice

### **Introduction**

Education plays an important role in increasing reliable human resources in the country. Education also plays an important role in developing the potential that exists in each individual. To be able to realize the educational goals, the role of the educator or teacher is needed. A teacher is also required to be a professional teacher in order to improve the quality of education. A professional teacher is a teacher who has a firm grasp of the subject they teach and is loyal to the intellectual demands of their field. They can analyze the needs of the students they are in charge of. They know the practical standards of their profession. They know they are responsible for fulfilling the students' necessities (Wise, 1989).

The statement above clearly illustrates that the role of a teacher is very important in the world of education. To prepare qualified teacher candidates, Universitas Ahmad Dahlan has a teaching practice program called PLP (Pengenalan Lapangan Persekolahan). This program is devoted to the Faculty of Teacher Training and Education and the Faculty of Islamic Education. With the PLP program, it is hoped that it can become a forum for pre-service teacher to practice

the knowledge they have gained in class to the real situation. Teaching practice is a main preparation for the pre-service teacher before they apply of what they already get in the classes into real work environment(Goh et al., 2009).

Since the Corona pandemic greatly affected most country of the world, so all educational institutions establishments have been forced to abandon facial education that allows physical proximity (which promotes contagion) to e-learning or distance education. The Corona pandemic threatens educational progress around the world as schools at all levels are nearly closed across the globe. Unless great efforts are made to counteract these effects, the shock of school closures will take a toll on the educational process and all its components. For example, its impact on the actual training program for future teachers in training at universities.

The teacher training program in Universitas Ahmad Dahlan in the 2019/2020 academic year was conducted as an online teaching practice because of the impact of the pandemic. For the first time, the pre-service teachers held the teacher training program in an online setting. Hence, this study came to know how the pre-service teachers perceive their experience during the teacher training program during the pandemic era. There is three research aim of this research: (1). How do the pre-service teachers perceive their experience?; (2). What are the difficulties faced by the pre-service teachers during online teaching practice?; (3). How do the pre-service teachers cope with the problems they have faced?.

There are many studies related to the pre-service teachers in teaching practice, one of them is the study that has been researched by Rahmani (2021) about the perceptions of pre-service English teacher while teaching practice during pandemic. It was find out that online teaching practice program provided a variety of experiences that resulted in both “satisfying” and “unsatisfying” perception. In particular, more than half of the participants indicated that, despite the difficult situations they encountered throughout the practice , the online teaching practice program was effective, particularly in terms of providing broad teaching ideas and experience. The other one from Aguilar-cruz & Medina (2021) about the perception of pre-service English teacher on their online teaching practice experience because of the pandemic. This study focusing on issues related to technology, materials development and gamification. A narative qualitative research approach was implemented in this study, with seven pre-service English teacher who were doing their teaching practice in High-School level as a participant, and also their lesson plans were analyzed as artifacts.

## **Method**

This research used a qualitative research method with case study approach. A qualitative method was chosen because this study aims to identify how do the pre-service teacher perceive about teaching practice while pandemic. The choice of research design also based on the nature of the research problem or question being addressed, the personal experience of the researcher and the study audience (Creswell, 2013). According to Creswell (2012) the qualitative research has been used to explore people’s feelings, perceptions and believes, this approach was suitable for this study. Furthermore Shidiq & Choiri (2019) stated that qualitative research is an inquiry strategy aim to understand phenomena experienced by research subjects such as behavior, perception, motivation, action, and etc. in holistic and descriptive way in particular context.

Case study approach is used in this research, which is a form of inquiry used in many domains, and provides an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. A case study is a qualitative research method that examines a single person, a group, or a significant example in order to develop interpretations for the specific case or to make meaningful generalizations (Shidiq & Choiri, 2019).

For the participant, the researcher decided the participants are the students of English Education Department of Universitas Ahmad Dahlan, especially the students in 2017/2018 who have joined teacher practice program. Random sampling is used to determine the participants, Sugiyono (2018) stated that random sampling is taking a sample members from a homogeneous population that taken randomly, it means that every population that has the same probability can be a sample. The sample is chosen at random which is intended to be an unbiased representation of the total population.

The researcher used an in-depth interview for the data collecting procedure, the data was collected through semi-structured interview, and the researcher used an open-ended question. And after doing the interview, the researcher analyzed the result of the interview using Miles and Huberman's model which are data reduction, data display, and conclusion and verification. In data reduction the researcher choose whether components of the data from the interview transcriptions should be emphasized minimized, or set aside completely for the purposes of the research. Then the researcher looked over all of the relevant data sources for descriptions and themes to incorporate in the study findings. After that, there are data display which is in this phase the researcher has organized and condensed collection of data from which conclusions can be drawn. In order to make data comprehension easier, the researcher displayed the data that had been reduced. And the last step is conclusion and verification, in this step the researcher makes conclusions based on the research questions. Researchers must be precise and careful in the research process to avoid any misunderstandings. At the end of the search will be a search conclusion obtained. In addition, researchers should verify all data, theories, and sources for clarity and validity.

### **Findings and Discussion**

This part discusses the finding about how the pre-service teacher's perceive their teaching practice while pandemic. The data of this research were collected through interview with four participants. The researcher done the interview in four days which are 8<sup>th</sup> June, 15<sup>th</sup> June, 16<sup>th</sup> June, and 20<sup>th</sup> June in different time. The data of this research were collected through in depth interview by voice call via Whatsapp and Telegram, while doing interview the researcher used Indonesian language in order to make the communication run smoothly and effectively.

After doing the interview, the researcher analyzed the result of the interview using Miles and Huberman's model which are data reduction, data display, and conclusion and verification. Before doing the data reduction, the researcher made the transcript to the interview result. Then, the researcher organized the sequence of all transcription and coded the transcription that relates to the pre-service teacher perceived about their teaching practice, the difficulties they have faced and how they cope with that problem. The researcher gave initial to the participant such as: N1 (Informant 1), N2 (Informant 2), N3 (Informant 3), and N4 (Informant 4). After

that the researcher reduced the data by separating the necessary information. The information needed were bold and the data that related to the research finding were group.

After do the data reduction the reseacher performs the data displayed, in this step the researcher presents the data in the form of a brief description. The data display is intended so the researcher has an overview related to the data obtained in the field, making it easier for researchers to process data. After did the data displayed the last step of analysis technique is conclution and verification, in this step the researcher made the conclusion based on the data which has been reduced and displayed. These are the result of the interview.

### ***Teaching and Learning Activities***

Based on the results of the interviews that were conducted by the four participants who conducted full online teaching practice activities, they used platforms such as Google Meetings, Zoom Meetings, Google Classrooms, and Whatsapp Groups to teach.

The first interview was conducted by the researcher with the first participant (N1) on 8th June by voice call via Whatsapp. N1 carried out his PLP 2 activities at SMP Muhammadiyah 2 Gamping, teaching practice activities at this school were carried out fully online using the Whatsapp Group and Google Meet applications.

Interviews were conducted by the researcher with the first participant (N1) who carried out PLP 2 at SMP Muhammadiyah 2 Gamping and with the second participant (N2) who carried out PLP 2 at MTs Gedongtengen who had similar teaching and learning activities, both of them carried out full online learning activities. by using Google Meeting and Whatsapp Group as a learning platform. When practicing teaching using Google Meeting, the pre-service teacher will first convey the material to the students and then be given questions, this is where the pre-service teacher gets the opportunity to apply the learning methods they have into real teaching practice.

The third participant (N3) who also conducted online PLP 2 activities at SMA N 7 Yogyakarta. Unlike the previous two participants, although N3 carried out online teaching practice activities using the Whatsapp Group and Google meeting platforms, N3 still came to school and taught from school. In one meeting, N3 will explain the material first through Google Meeting and then in the evening the students will get the exercises related to the material that has been taught which is sent to the Whatsapp Group.

The fourth participant (N4) carried out his teaching practice activities at SMK N 3 Yogyakarta, PLP 2 activities took place fully online using Google Classroom and Whatsapp Group as platforms for teaching and learning activities. Before teaching and learning activities begin, N4 has made a summary of the learning materials in the form of PPT or videos, which later during the teaching and learning activities the summary of the material will be uploaded to Google Classroom, then the pre-service teacher and students will have discussions regarding the material being studied.

### ***The Problem Encountered***

From the result of the interview with the four participants, the researcher found different problems that they have faced while teaching practice. The first

problem related to the internet connection, internet connection is still the most experienced problem by the participants. N1 had problems with the internet connection which resulted in miscommunication related to the final report with her friends.

The other participant, N3 also has difficulties related to the internet connection that occurred during teaching and learning activities in progress. N3 had poor internet connection while teaching which disrupted teaching and learning activities, to overcome this problem N3 used the existing WIFI in the school environment. In contrast, participant N2 experienced difficulties related to the students' limited internet quota. when N2 was teaching there were some students who asked for permission to leave Google Meeting first because their internet quota was almost exhausted.

Unlike the previous three participants, participant N4 did not experience any problems related to internet connection because N4 used Google Classroom as a platform for teaching and learning activities. before teaching and learning activities begin, N4 has made a summary of the material in the form of a video or PPT which is uploaded to Google Classroom so that students can access materials and questions anytime and anywhere. The other problems are related to the time allocation, there is one participant who finds it difficult to divide time between PLP 2 activities and lecturer activities because the teaching practice schedule collides with the lecturer schedule.

### ***Pre-service Teachers' Perception***

When the PLP 2 took place, the four participants were pleased because their school welcomed them well. When carrying out teaching and learning activities they felt various feelings such as excitement, and nervousness because it was the first time they taught, they also felt happy because they could teach like a teacher even though only virtually.

The researcher also asked them to choose between offline and online teaching practice, and the result is the three participants choose an offline teaching practice, and only one participant chose online. One of the three participants who choose the offline teaching practice thinks an online teaching practice activities are less effective because the interaction space between students and teachers are limited. They also think that offline teaching and learning activities allow teachers to use a variety of learning methods that attract students.

Meanwhile, the only one participant who chooses the online teaching practice thinks that when applying online teaching practice he or she can explore more new learning methods. he also thinks that this online teaching practice can be a new experience because this online learning activity has just been implemented.

### **Conclusion**

The result of this study was found out that there are some problems that the participants have faced such as lack of internet connection and time allocation that was make disrupted teaching and learning activities. The result of this research also found that from the four participants, the three participants choose to conduct an offline teaching practice practice, while the only one participant choose an offline teaching practice.

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## THE IMPACT OF USING THE DISNEY FILM IN ELT TO IMPROVE SPEAKING SKILL THE FIFTH GRADE

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### Abstract

Speaking as one of the important language skills in learning. The use of disney films especially Cinderella films can create a fun and interesting learning atmosphere for students. In learning English, of course it is important to learn to speak. Speaking has a very important role in communication. It is one of the most important skills in a language and also one of the important key elements in learning a foreign language. So, teachers need to have good teaching skills, fun, be creative, and easily understood by students. The data used in this study come from field notes, as well as pre- and post-tests. The finding shows that speaking learning was challenging for students before the use film disney level were still low. The difference between cycle I and cycle II was significant as the mean of the pre-test before cycle I only 1 student succeeded, the mean of the post-test after cycle I there are 9 student succeeded, and the mean of the post-test after cycle II there are 13 student succeeded. Using film disney while learning can help students become more effective, and using film disney while teaching speaking to students can be recommendable. The study's findings also indicate that film disney significantly promote fifth-grade students at SD Muhammadiyah Kleco motivation to learn. The application of media using disney films especially Cinderella films has been proven to be able to develop young students' motivation in mastering speaking.

Keywords: education, film Cinderella, speaking skill

### Introduction

In learning English, speaking is one of the skills that must be mastered as a learning goal. Moreover, speaking as one of the language skills is an important topic to be discussed in language teaching. Because speaking is used for many different purposes, and each purpose requires different skills, it is important to teach students of ELT how to use English in both formal setting and informal setting (Richards and Renandya, 2002). At SD Muhammadiyah Kleco, learning English sometimes makes students feel bored, uninterested and in need of new media, here the researchers use Disney film media for learning speaking for fifth graders. by using disney film media students will definitely be more interested in learning and the learning process becomes more fun.

Because speaking is still difficult for elementary school children so researchers use film media to make it more interesting and easy for students to understand.

Public-speaking skills are keys to success in workplaces that span many different disciplines (Payne and Carlin, 1994). For example, in Huckin and Olsen (2001), public speaking was ranked fourth out of 38 categories of the most-needed skills for an engineering career, as identified by participants in the engineering discipline. The major benefits of public speaking can be divided into the following three areas: (1) personal and social benefits, (2) academic benefits, and (3) career benefits.

For personal benefits, public-speaking skills enable a person to communicate more effectively, to influence others' beliefs and behavior, and to build self-confidence (Verderber and Verderber, 2003; Osborn and Osborn, 1991). Furthermore, public-speaking skills can provide positive social benefits to a person by strengthening, in general, his or her impact on society and, in particular, his or her ability to voice opinions (Payne and Carlin, 1994; Osborn and Osborn, 1991).

In an academic setting, first-year college students usually arrive on campus with little or no formal public-speaking experience (Verderber and Verderber, 2003). Thus, appropriate public-speaking training can yield appropriate public-speaking skills and, together, can help students succeed academically. After all, public presentations and group discussions are common activities in academic settings. In addition, Bygate (1987) pointed out that ability in speaking can help students (1) improve memory retention, (2) make appropriate adjustments to public speaking on the basis of feedback received from others, and (3) enhance motivation for learning. Public speaking can also promote learners' speaking and listening abilities (Jaffe, 2001).

Improving the speaking skill of students in English as a foreign language (EFL) or English as a second language (ESL) becomes an issue. Quite a few EFL teachers expect their students to be able to speak accurately after the teaching learning process. On the other hand, most learners find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students and that of the EFL and consequently they prefer to put emphasis in fluency rather than on accuracy during the speaking activities. Cultural difference is also considered to contribute to the difficulties of EFL learners to use English in their daily conversation and in appropriate social interaction.

Despite the faced problems in the teaching and learning of speaking, Heaton (1988) proposed that in the teaching of speaking learners must master the three components of speaking; fluency, accuracy, and comprehensibility or appropriacy. It means that there must be efforts to choose effective techniques in teaching speaking and willingness to create and design interesting instructional materials that facilitate the achievement of the three speaking components.

Techniques in teaching speaking holds important role to improve the speaking skill. The teaching of speaking must open up wide opportunities for learners to practice. Harmer (1991) suggests that the importance of presentation, practice, and communication/production during the teaching of speaking in order to meet the real purpose of the teaching cannot be neglected. Widiati and Cahyono

(2006) highlight the importance of techniques in selecting classroom activities in a speaking class.

More importantly, Jones (2007) suggests that language teachers as well as the instructional materials guide students, manage students activities, and direct learning during the language teaching and learning process. Therefore, the role of the EFL or ESL teachers are not only limited to the choice of effective techniques but also on creativity and innovation to design and develop instructional materials. Learning English speaking skills for 5th grade students of SD Muhammadiyah Kleco still has several obstacles.

The students still have low ability to speak English, so it makes them find it difficult to speak English when learning or talking to their peers or teachers who are teaching in class.

The media used when teaching and learning in the classroom will certainly affect the enthusiasm of students and students' understanding of the material. Based on the observations of researchers at SD Muhammadiyah Kleco through interviews with subject teachers at the school, there are several factors that cause students' English speaking skills to be limited.

As stated by the SD Muhammadiyah Kleco teacher, learning to speak English in class is very low because of the lack of student enthusiasm and lack of student motivation in learning in class. This is because students are less interested in speaking skills. The method given by the teacher cannot attract the attention and interest of students, thus making students bored when studying in class and making students passive.

Teachers only use textbooks as learning media and use the conversation/dialogue method with students. However, teachers more often use textbooks as learning media in the classroom for English language skills.

Despite those advantages that derive from the development of effective speaking skills, most students view speaking as the most anxiety-provoking classroom activities (Payne and Carlin, 1994).

Speaking skill can be taught using several media, one of the media used is film. As the result of Yaseen and Shakir research titled "Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur" proved that movie help their audio-visual learning of language. The movies as a whole-gestures, voice intonations, body language, speed, context, situation, etc. of the movie scenes together convey the language and its meaning to the students while watching (Yaseen and Shakir, 2015). Considering the explanation above, this research focus of the using of Disney film to improve students' ability in speaking skill at the fifth-grade students.

## **Method**

In this study, the researcher used a classroom action research design by the Kemmis and Taggart (1988) model. The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting, and observing again, and then reflecting again.

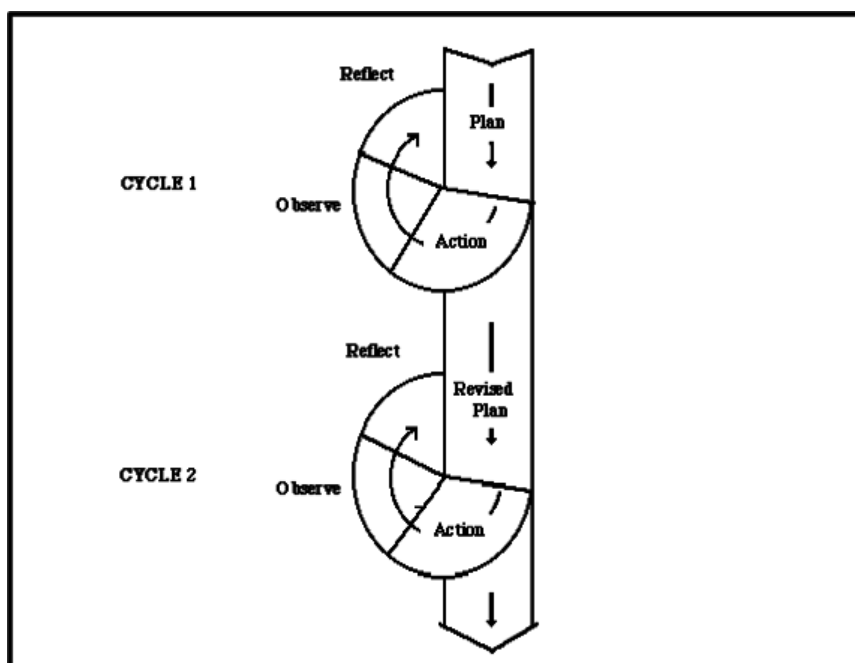


Figure 1. Cyclical AR model based on Kemmis and McTaggart (1988)

### ***Planning***

At this stage, the researcher prepares lesson plans and prepares the video song "Animals" which will be used and implemented in front of the class during the lesson. Researchers also prepared post-test and pretest instruments, interview guidelines, observation checklists that are used as treatment activities in the classroom.

### ***Implementing***

At this stage the researcher acts as a teacher by providing introductions and motivating students about the material to be studied. Then, at this stage the researcher implemented English children's song as a learning medium in the treatment class, which aims to improve students' vocabulary mastery.

### ***Observing***

At this stage the researcher will use observation to observe the teaching and learning process carried out by teacher collaborators in the classroom. Furthermore, the researcher used the Observation Checklist to observe the processes that occurred in the classroom at each stage, including the improvement of the teacher's ability to teach and the activeness of students in the classroom. Then, the researcher studied vocabulary mastery by observing the CAR process through the media children song lyrics. In addition, researchers will documenting unexpected events or incidents during the learning process in the classroom. Researchers will observe how the process of learning activities in class when using English children's songs as media.

### ***Reflecting***

At this stage, the researchers discussed in depth the results of the research with the collaborators. Collaborators will see and observe whether the actions that have been taken have an impact or not. If these actions have brought good improvements to students, the research will be stopped.

The instruments used in this study include the following: (1)observation Checklist This checklist of observation sheets is used for collaborators to find out how the condition of the class, students, and obstacles that arise during the teaching and learning process. Teachers who become collaborators will observe the activities of researchers when teaching and students in the classroom. (2)Field Notes

Field notes are used to notes several teaching events or events in learning that are not included in the observation checklist. (a) Testing at this stage of the test is carried out to evaluate students' vocabulary. This test can be done orally or in writing. In this study there are two kinds of tests, these are Post-test and Pre-test. a. Pretest Before doing the post-test we have to do a pretest. In this pretest, the researcher acts as a teacher who teaches class subjects without using the media used. The material taught is family. The pretest consists of 10 multiple choice questions covering aspects of vocabulary, spelling, word meaning, and pronunciation.b The post-test was carried out after the pretest was completed. The post-test was also conducted with the aim of knowing the students' scores in vocabulary after the researchers conducted classroom learning using songs as a media. Next, the teacher will ask questions about related material consisting of 10 related choice questions which include aspects of vocabulary, spelling, word meaning, and pronunciation. (3) Interview guidelines are conducted to find out how the students and teachers felt after the research method was carried out. This interview carried out as supporting data for this research.

## Findings and Discussion

### Findings

#### Pre-Test Score

Table 1. The students' Score of Pre-test

Score	Frequency	Total Score
3	5	15
4	4	16
5	3	15
10	1	10
13	1	13
<b>14</b>	<b>1</b>	<b>14</b>
Total	15	83
Mean	5.53	

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

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

$$P = \frac{1}{15} \times 100\%$$

$$P = 6.67\%$$

Information :

P = The class percentage that passed the KKM

F = Student who passed the KKM

N = the total number of students in the class

The success criteria set are 75% following the advice given by the English teacher at SD Muhammadiyah Kleco. Based on table 4.1, the data shows the average value of the pre-test is 5.53. There was only 1 student who passed or (6.67%) who was said to have passed in speaking skills. Then 14 students (93.33%) have not graduated.

### Student's Pre-Test Score

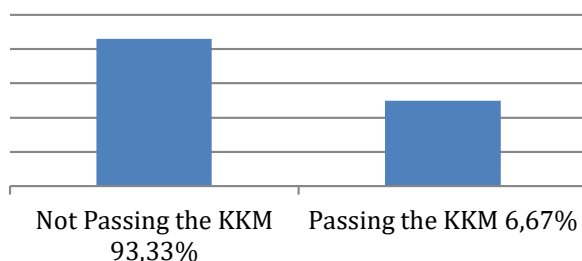


Figure 2. Students' pre-test score

Based on table and chart 4.1 students who are able to get a score beyond the achievement of success are very small. This shows that the performance of the fifth grade students of SD Muhammadiyah Kleco is still low, thus, the treatment of classroom action research will be carried out at the next meeting

#### *Post-Test Score Cycle I*

Table 2. The students' score of post-test 1

Score	Frequency	Total Score
4	1	4
5	2	10
10	1	10
13	2	26
<b>14</b>	<b>6</b>	<b>84</b>
<b>16</b>	<b>2</b>	<b>32</b>

	<b>18</b>	<b>1</b>	<b>18</b>
Total	15		184
Mean	12.27		

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

Information :

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

$$P = \frac{9}{15} \times 100\%$$

$$P = 60\%$$

P = The class percentage that passed the KKM

F = Student who passed the KKM

N = the total number of students in the class

The criteria for success indicators that have been set are 75%. Based on table 4.2 shows in cycle 2 is 12.27. There are 9 students or 60% of 15 students who passed the success indicator. Meanwhile, there are 6 students or 40% who have not passed the success indicators.

### Student's Post-Test Scores in Cycle 1

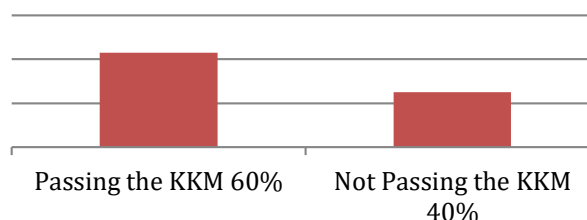


Figure 3. Students' post-test scores in Cycle I

As we can see from the graph, the number of students who pass the KKM is higher than those who do not. In addition, the students' posttest in cycle 1 increased from the students' pretest scores.

Overall, more than half of the population of fifth-grade students at SD Muhammadiyah Kleco experienced an increase in their vocabulary mastery from pre-test to post-test cycle 1. However, the researcher will take the second cycle because the number of students who passed the KKM in cycle 1 was 60% or only 9 students and failed to achieve the success indicator of this research, namely 75% or at least 11 students.



*Post-test Score Cycle II*

Table 3. The Students' Score of Posttest 2

Score	Frequency	Total Score
10	1	10
13	1	13
<b>14</b>	<b>4</b>	<b>56</b>
<b>16</b>	<b>4</b>	<b>64</b>
<b>18</b>	<b>5</b>	<b>90</b>
Total	15	233
Mean	15.53	

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

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

$$P = \frac{13}{15} \times 100\%$$

$$P = 86,67\%$$

Information :

- P = The class percentage that passed the KKM
- F = Student who passed the KKM
- N = the total number of students in the class

The criteria for success indicators that have been set are 75%. Based on table 4.3 shows in cycle 3 is 15.53. there are 13 students or 86.67% of the 15 students who passed the success indicator. Meanwhile, there are 2 students or 13.33% who have not passed the success indicators.

### Student's Post-Test Scores in Cycle 2

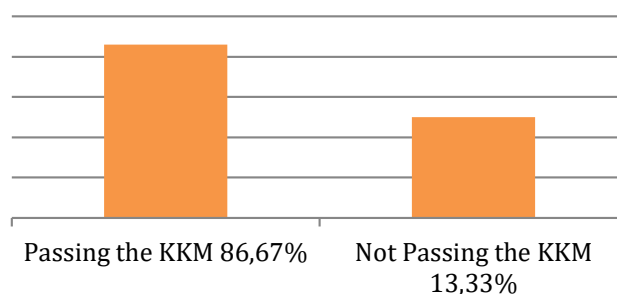


Figure 4. Students' Posttest score in Cycle 2

As can be seen from the graph, the number of students who passed the success indicator was more than those who did not.

*The comparison of the students' mean score*

Table 4. Mean scores comparison on pre- cycle, cycle 1, cycle 2

No	Cycle	Mean Cycle	Passing the KKM	Not Passing the KKM
1	Pre-cycle	5,53	6,67%	93,33%
2	Cycle 1	12,27	60%	40%
3	Cycle 2	15,53	86,67%	13,33%

Based on table, we can see the comparison between students' pre-test scores, post-test scores in cycle 1, and post-test scores in cycle 2. In the pre-test, only 6,67% passed the KKM. However, after students learned vocabulary specifically using songs as a learning medium in the classroom, the number of students who succeeded in exceeding the KKM increased from 6,67% in the pre-test to 60% in the post-test cycle 1, to 86,67% in the post-test cycle 2 which was almost 100%. Students are able to succeed beyond the KKM.

Second, the number of students who did not pass the KKM came from 93,33% in the pre-test to 40% in the post-test in cycle 1 and to 13,33% in the post-test 2 in cycle 2. So, in this case, this is a good thing because it can be concluded the number of students who passed the KKM was higher in each cycle.

**Discussion**

According to the results of the study, from Pre Observation and Pre Interview, the research describes the field problems in the following table.

Table 5. The field problems

No	Categories	Problems
1.	Teacher technique	The teacher uses the lecture method
2.	The use of media	Teachers only use textbooks.
3.	Classroom Situation	Class crowded
4.	Students' participation	Only a few students pay attention to the teacher When teaching
5.	Students' vocabulary	There are some students who are able to memorize words quickly and there are also students who are difficult to pronounce some words.

The implementation of the Disney Cinderella film in this study can be used to improve students' speaking skills. In addition, using films that can display images and sounds that attract students' attention is an appropriate method to make students more understanding and more open to carrying out teaching and learning activities. Researchers have proven that this research is able to improve the speaking skills of fifth grade students of SD Muhammadiyah by using the Disney Cinderella film.

This can be seen from the results of the pre test, post test cycle 1 and post test cycle 2.

The researcher used a Disney film entitled Cinderella from ShibaInu & Friends. The film is played by the teacher before the students work on the questions given by the teacher. Movies can be used as an excellent and useful medium for students in improving students' speaking skills. This can be seen from the results of post-test 1 and post-test 2 of students who showed an increase in cycle 2. In the pre-test there was only 1 student or 6.67% who succeeded and in this pre-test students were taught without using film media. While in post-test 1 in cycle 1 there were 9 students or 60% who succeeded. And in post-test 2 cycle 2 there were 13 students or 86.67% of students who succeeded. In cycle 2 the number of students who successfully passed and had reached the indicators of the success of this research. The teacher also provides an evaluation for students, when students answer questions from the teacher at each meeting students are able to understand and are able to answer correctly.

Disney films that are used as media by researchers aim to help students in learning English, especially in speaking skills. Using film media makes students more developed in English lessons and more enthusiastic when they are in teaching and learning activities in class. This shows that through audiovisual media the composition of information that will be obtained by students during learning is more than 75% because of the addition of audio composition, which is as much as 16%. That way the learning media in the form of audiovisual can be said to be optimal if it is applied in learning for students (Hernawan et al, 2007). Learning to use the Disney Cinderella film media makes students motivated and more enthusiastic in learning in class to master vocabulary in speaking skills. (Prayogi 2013) explains that cartoon/disney films are media that can make students interested in learning, encourage language skills, motivate students and can raise students' self-confidence.

### **Conclusion**

The Implementation of songs to improve the vocabulary mastery of fifth grade students of SD Muhammadiyah Kleco can increase students' vocabulary. This can be seen from the post-test scores which have increased.

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## **THE ROLE OF YOUTUBE AS COMMUNICATION EFFECTIVENESS, MOTIVATION, EVALUATION, OF ENGLISH LEARNING IN PUBLIC HEALTH**

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### **Abstract**

Information media, such as YouTube, have reached almost every aspect of modern life for every generation. Here, especially for public health students learning English, they use YouTube as a means of communication, motivation, and evaluation of learning media that can be used regardless of distance, space and time, so that knowledge acquisition activities can run well and maximally. The method used in this research is narrative inquiry research that tells a series of events in detail about the role of YouTube media in communication effectiveness, motivation, and learning evaluation for students. The purpose of this study was to examine the effectiveness of YouTube media in the pattern of learning English in public health related to communication, motivation, and evaluation methods. The result is that YouTube can do well and add insight and more developed thinking patterns in learning English in public health.

Keywords: English, information, public health, teaching media, technology

### **Introduction**

Technology plays a very important role in people's lives today and can be used in various aspects of life. For example, today's society tends to use technology in their activities and looking for job information, completing work and even searching for information via the internet. The internet has grown rapidly, through the internet media, everyone can access a variety of useful information for the development of each individual who are interested in reading and accessing it. One of the learning media in question is YouTube.

This media presents various kinds of teaching materials, one of which is English media. Learning in the form of visuals and attractive designs is very easy to download. Students, especially students, will be very easy to absorb the information provided by the teacher if it is presented with attractive images and visuals. YouTube can be used as a medium for teaching subjects that are considered difficult for students, one of which is English. As is known, this course is considered

difficult by some students because the material is quite broad, the language taught is foreign language and the reading material is quite difficult.

In today's modern era, people are faced with the rapid development of information technology. This can be seen from the increasing use of gadgets and the number of internet service users every year. Information technology itself has the meaning of a tool to support a job or task related to information. According to (Sinta Bella, 2022), technological progress is something that goes according to the direction of the development of science, which has both positive and negative impacts in it. Based on WSIS data, 50 percent of the world's population is connected to the internet. Indonesia also feels the impact of the development of technology and communication where there are more mobile phone users than the total population of Indonesia. This can be interpreted that every person on average has two or more mobile phones in his life. These residents are also always connected or connected to the internet so that they have an internet account.

Entering the era of the industrial revolution 4.0. One of the impacts of changes in this era is the number of education that has implemented digital technology in the learning process. Digital technology is a learning medium that plays an important role in improving the abilities and skills of students. In the era of information technology, one of them is learning English because English is a universal or global language and is a language that is widely studied and studied by people in various countries in the world.

The industrial revolution society in the era of the industrial revolution 5.0 is based on several pillars, including the era of the industrial revolution 4.0 and cybernetics (Salgues, 2018). Cybernetics or in English known as cybernetics is one of the interdisciplinary fields of science that has the aim of being able to develop technology in various fields of life, as well as being able to develop it in the fields of industry and society. The emergence of the development of the industrial revolution era 4.0 towards the 5.0 era has brought about major changes in various sectors of human life, one of which is in the field of education. wise, and intelligent. The existence of technology has made extraordinary progress, especially in the advancement of information and communication which is marked by the emergence of various forms of information technology such as mobile phones, smartphones, computers, laptops, and others.

To create a fun learning process for students, of course, it is also important to pay attention to the learning media that will be used, because learning media have an important role in the process of teaching and learning activities. According to (Hamalik, 2016), learning media are everything that can be used to channel messages (learning materials), so that they can stimulate attention, interests, thoughts and feelings. Further reinforced by Gerlach and Ely (1971) as quoted by (PERMATASARI, 2016) which states that learning media are graphic, photographic or electronic tools for capturing, processing and rearranging visual or verbal information. The student not only could learn language but also values by using suitable media provided in the teaching learning Process (Wijirahayu & Muliya, 2022)

Thus, based on the usefulness of YouTube as learning medium, it is very helpful for educators and students in learning language skills including speaking, listening, reading, and writing skills. In this case, educators can use YouTube digital media as an innovation in their learning activities. One of the benefits obtained later

is that it can make students more skilled in speaking in the language. Speaking includes the ability possessed by a person in pronouncing articulation sounds or words to be able to express, state, and convey thoughts, ideas, and feelings (Tarigan, 1985).

The general purpose of speaking is to convey thoughts effectively, then can evaluate the results of the speaker's communication to the speech partner. So, basically the purpose of someone speaking is to get a reaction or response from other people. The usefulness of speaking itself as a means of communicating with others which aims to convey ideas, ideas, and thoughts, so that others can understand and respond to what we mean.

## **Method**

In this study, The method used by researchers in this study is a qualitative method. In general, qualitative research aims to understand people's behaviour according to the perspective of the community itself.

The method is the method taken by researchers in finding understanding in line with the focus and goals set. The method used in this study is a qualitative method with a narrative inquiry approach.. In a narrative research design, the researcher describes the lives of individuals, collects stories about people's lives, and writes stories of individual experiences. (Assjari, 2010). Qualitative research with humans as human instruments Purnama in (Mellynda Wurangian, 2014).

The instruments to collect data were questionnaire. Researcher collected information from 63 questionnaire participants. The participants are the public health students in University of Muhammadiyah Prof. DR. HAMKA (UHAMKA) who use one of digital medias which is YouTube to learn English. The selection is also based on the participant's willingness to be involved in this research.

The tool used to obtain questionnaire data is by using Google Form which a service from Google that allows to create surveys, ask and answer questions with online form features that can be customized according to the needs. So we can get answers directly from the audience filling out the survey. Usually used for several things such as making questionnaires, making quick counts of opinions, making online registration forms. By using Google Forms, it makes it easier to create as well as collect or collect user data. Google Forms will collect data well grouped by category and with real time results.

In the questionnaire there are 25 questions including motivation, and the effectiveness of learning to speak in English using YouTube media. where number 1 to number 11 discusses the effective use of YouTube as a media of English speaking improvement, numbers 12 to 21 regarding YouTube use in English language learning, numbers 22 to number 24 regarding YouTube as an evaluation medium in learning English.

## **Findings and Discussion**

In this section, the results of research on The Role of YouTube as Communication Effectiveness, Motivation, Evaluation, of English Learning in Public Health will be described. The results of this study were then analysed, interpreted, and described.

The results of this study were obtained from the answers to questionnaires via Google Form which were distributed to several students of the Public Health study

program. In the questionnaire, respondents were asked to answer 25 questions by providing reasons/information on their answers. The number of respondents in this study were 65 respondents spread over several classes from each semester.

Furthermore, the researchers analysed the results of the answers to the questionnaires that were answered by the respondents regarding The Role of YouTube as Communication Effectiveness, Motivation, Evaluation, of English Learning in Public Health. From these results, there are 5 categories of answers including Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

Based on the data gathered from the survey, it is found that in the statement By using YouTube, it can improve my communication in English skills, most students answered the answer choice Agree (A), which was 29 students. While in the statement I am interested in learning to use YouTube because it is easier for me to improve my communication skills in English, 26 students answered Agree (A). A total of 27 students answered the most, namely the Neutral answer choice (N) on the statement I can use YouTube by studying various teaching materials, especially regarding communication in English. In the statement I can learn and practice to speak English not only in the classroom but also at home by using videos from YouTube, the most students answered the answer choice Agree (A), which was 25 students. In the statement I can have more time to learn to speak in English than only learning from the teacher in the classroom, 26 students answered Neutral (N). In the statement It is easier for me to learn and improve my speaking skills through the video from the native speakers on YouTube, 30 students answered Neutral (N). A total of 24 students answered the most, namely the Neutral answer choice (N) on the statement I can learn to improve my English speaking in a fun and interesting way. In the statement I can make a video and upload it to YouTube by using English language in order to improve my speaking skills, the most students answered the Neutral (N) answer choice, which was 31 students. A total of 31 students answered the most, namely the Neutral answer choice (N) in the statement I can make a video and upload it to YouTube by using English language in order to improve my speaking skills. A total of 29 students answered the most, namely the Neutral (N) answer choice in the statement by giving comments or questions of the video on Youtube, will help me to learn to speak and deliver my opinion. In the statement by watching the conversation videos on YouTube, can be the learning source to improve speaking skills, the most students answered the answer choice Agree (A), which was 27 students. In the statement my speaking skill is better after I learned speaking from YouTube, the most students answered the Neutral (N) answer choice, which was 27 students.

Technological developments have progressed in various fields of life, one of which is education, can have a positive impact on the achievements and abilities of students, especially in learning activities for speaking skills. Currently, developments in the world of education are entering a very important period. In the world of education, an educator is expected to be able to optimally provide quality educational services to his students and be able to design a continuation of education that is able to compete with the outside world. At this time, the world of education has wider challenges and demands to have careful preparation and thinking. This is caused by the passing of the industrial revolution 4.0 era. The role of technology in learning to face the era of the industrial revolution 4.0 towards the



era of the industrial revolution 5.0 is necessary and must be applied by educators, because then they can compete with the outside world and not be left behind by technological developments. important in learning in the era of the industrial revolution 4.0 towards the 5.0 era. Currently teachers or lecturers are the core of education, without them education will not be able to run properly and effectively.

Therefore, educators must be able and able to balance the learning system with technology that continues to grow. Here the teacher or lecturer must be able and able to provide learning innovations from classic to modern and combine learning methods with technology to help students understand that education and technology must be in line and be able to create learning activities that are easy to do in any situation and at any time.

The learning innovation of the industrial revolution 4.0 era emphasizes the mastery of learning methods by educators, their application in classroom learning, and their development in learning. The development of innovation in learning must be able to take advantage of all existing potential, including one of them, namely by being able to master technology and its application in learning. Learning innovations in the 4.0 industrial revolution era towards the 5.0 era can be done in various ways. Educators must have mastered the learning methods that have been applied so far, including by adopting and developing existing learning methods with their own creativity, including one of the first steps that can be taken by educators and students in the context of learning in the industrial revolution 4.0 era. (Samosir, 2018).

Along with the industrial revolution 4.0 towards the 5.0 era, learning methods must have innovations and learning strategies that are interesting and not monotonous so that they must involve students in the learning process and so that students do not feel bored during learning. It is hoped that educators (teachers/lecturers) can use creative communication technology to be able to expand the learning environment in education, especially in the 2013 curriculum. in learning, including media or learning aids, technology, and teaching staff. The use of these media can provide advantages such as being accessible anytime and anywhere. (Putu Enik Kristiani, 2021)

In the world of education, learning activities are very important activities, considering that good learning can realize optimal quality of education. Good learning can be realized if students or students implement it with full motivation and enthusiasm for learning. Even during online learning, students' character building are possible by developing awareness of the situation to motivate as well as to achieve the goal of the learning process (Wijirahayu, 2022) There are many ways that are taken by both teachers and parents themselves so that their children have the enthusiasm and motivation to learn, for example there are parents who enrol their children in tutoring or private tutoring and there are even teachers who apply several learning methods and techniques so that students are interested and interested in learning. motivated, of course, learning becomes fun then the material can be delivered well. According to (Trinova, 2012), fun learning is a learning process that takes place in a pleasant and impressive atmosphere.

The Effective Use of YouTube as a Media of English Speaking Improvement can be illustrated in the pie chart below:

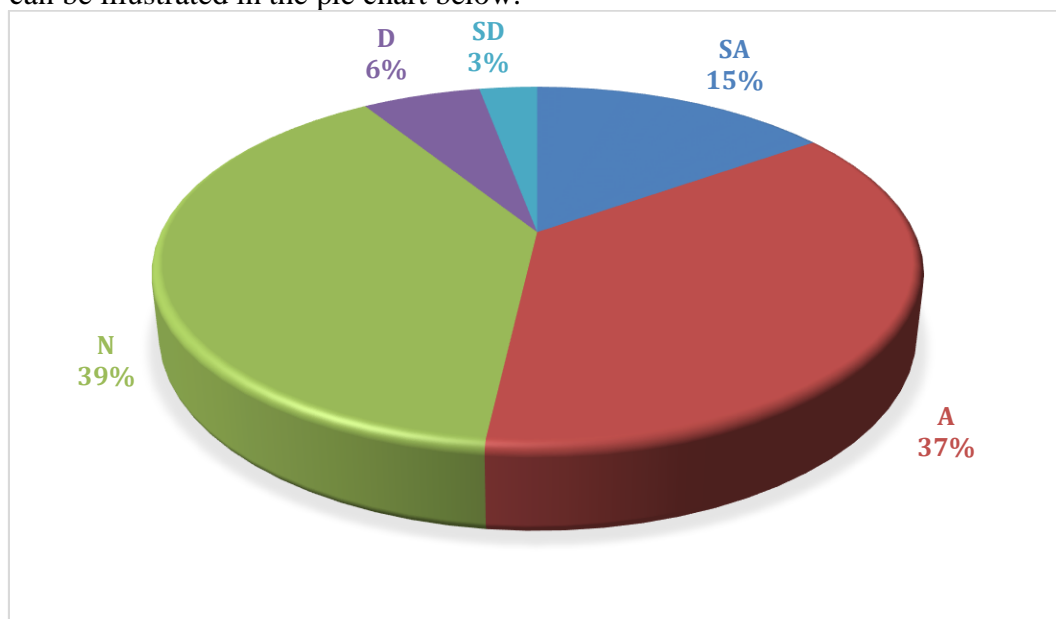


Figure 1. Interpretation of Questionnaire Results from The Effective Use of YouTube as a Media of English Speaking Improvement

The pie chart image above presents the percentage data for The Effective Use of YouTube as a Media of English Speaking Improvement, the results above show the highest percentage results are 39% of students who answered Neutral (N), 37% of students answered Agree (A), and 15% of students answered Strongly Agree (SA), 6% of students answered Disagree (D), while the lowest percentage answered by students was 3% on Strongly Disagree (SD).

Learning media is a tool used in delivery in the learning process. Learning is a process of communication between students, educators and teaching materials. Communication will not run without the help of means of delivering messages or media. Internet plays a very important role with today's generation. Students now have a different learning style from previous generations. Many people assume that the current generation is bored and lazy to study. Various studies show that the generation known as the internet generation actually has a high learning orientation and enthusiasm; it's just that the way to obtain information is different. This generation's way of learning tends to be independent and autonomous. However, they are persistent seekers of information and consciously determine the choice of learning model that is suitable for them. They also actively want varied learning models and tend to get bored quickly with conventional learning models whose resources and models are limited (RASMAN, 2021).

The existence of media in the process of learning English has a fairly important meaning. Given the problems so far, the results of learning English are considered to be lacking. Because teachers pay less attention to other components that can help the learning process, including the teaching methods used are still monotonous, without using media that can provide a more concrete picture of the material presented, so often the objectives of learning cannot be achieved optimally. Several studies have shown that technology has many positive effects on language

learning such as reading, using videos (Maryam Gheytsi, 2015). The internet has been integrated as a tool to complement language learning activities. (Martins, 2015).

### ***YouTube Use in English Language Learning***

Based on the table above, it can be seen that in the statement YouTube motivates me to learn speaking more after I watch native speakers videos, the most students answered the answer choice Agree (A), which was as many as 25 students. While on the statement YouTube videos motivate me in developing grammatical patterns and building vocabulary as many as 31 students answered Neutral (N). A total of 32 students answered the most, namely the Neutral answer choice (N) on the Youtube statement make me to learn English faster and better by using YouTube videos. In the statement that YouTube learning activities are very interesting and motivating, the most students answered the answer choice Agree (A), which was 29 students. In the statement I find that the authentic materials in YouTube videos provided at Online Learning Uhamka (OLU) motivates me to understand the English lesson. as many as 33 students answered Neutral (N). In the statement YouTube videos encourage me to ask and answer questions in the class, 32 students answered Neutral (N). A total of 28 students answered the most, namely the Neutral (N) answer choice in the statement By giving comments or questions of the video on YouTube, will help me to learn to speak and deliver my opinion. In the statement by watching the conversation videos on youtube, can be the learning source to improving speaking skills, the most students answered the answer choice Agree (A), as many as 28 students. A total of 29 students answered the most, namely the answer choice Agree (A) in the statement the contents of YouTube videos increase my comprehension of the English lesson.

YouTube use in English language learning can be illustrated in the pie chart below:

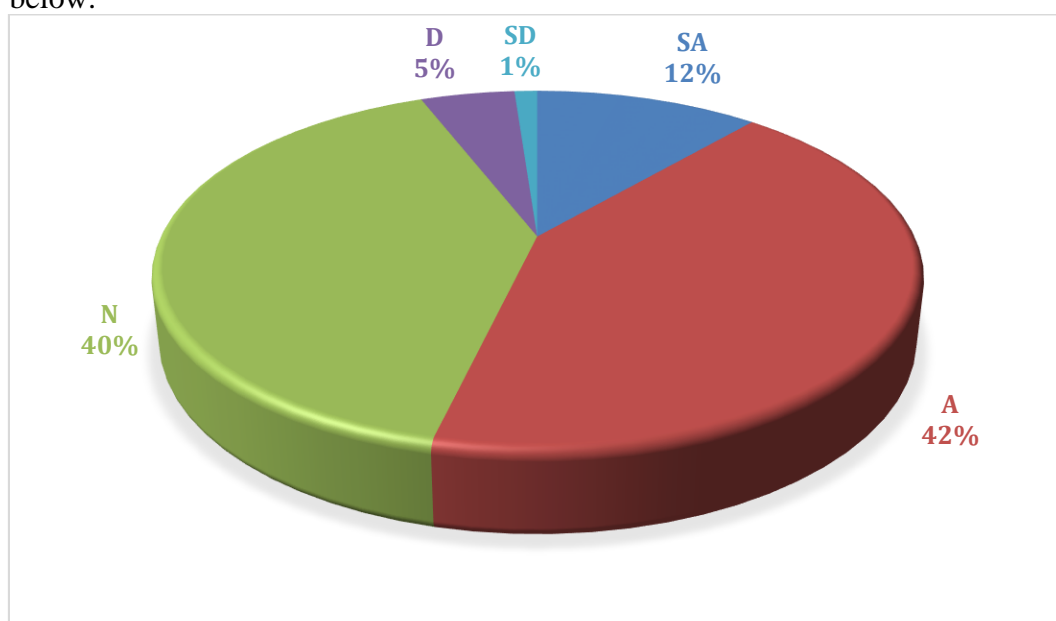


Figure 2. Percentage Chart for YouTube Use in English Language Learning

The pie chart image above presents the percentage data for The Effective Use of YouTube as a Media of English Speaking Improvement, the results above show the highest percentage results are 42% of students who answered Agree (A), 40% of students answered Neutral (N), and there are 12% of students who answered Strongly Agree (SA), as many as 5% of students on the Disagree (D) option, while the lowest percentage answered by students was 1% on the Strongly Disagree (SD) option.

YouTube has the meaning as a digital media site (video) that can be downloaded, uploaded, and shared throughout the country (Baskoro, 2009). YouTube is a social media site that is often used and is phenomenal among the public. People use YouTube both in viewing the latest news, looking for information, even for entertainment such as watching movies, listening to songs or watching various tutorials. According to (Diah Ayu Manik Pradnyadewi, 2021), YouTube is a database containing video content that is popular on social media as well as a provider of various helpful information. YouTube has a function to search for video information or view videos directly. YouTube is designed as a video sharing site that is very popular, especially among the younger generation and even YouTube as a site for sharing information in today's digital era.

The younger generation almost mostly uses YouTube in their daily life. YouTube is like a double-edged sword which has positive and negative influences in people's lives. Creativity is one of the key factors that influence the usefulness of technology as teaching and learning media (Wijirahayu, Priyatmoko and Hadiyanti, 2019). YouTube provides a lot of useful information to the public. The positive influence is that people can use it as a tool to increase knowledge. The negative is when it is used to watch videos that are useless and can damage morale if not limited in use. Abroad, YouTube has been used as a learning medium by students abroad. YouTube is used as an interactive learning medium between teachers and students. Where they can learn lesson tutorials uploaded by their teachers. YouTube also allows distance learning and facilitates online learning, especially in today's digital era. As said by (Adib, 2011), that the more advanced and developing a culture, the more advanced the technology used.

YouTube is compared to conventional delivery in the classroom. Most of the students are interested in things that are video-visual in nature compared to general ways such as conveying knowledge that only comes from books. By using YouTube, students will be more interested in understanding a theory or knowledge. Through learning media using YouTube, students can understand a material faster than studying through textbooks, because usually learning media are made interesting, so students will not feel bored. This is allegedly able to increase student interest and motivation to learn.

The development of YouTube as one of the most popular social media is an opportunity in the world of education. Education has a very important role in developing quality human resources. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Educational institutions are required to be creative and innovative in creating new and interesting teaching media for students. In the context of learning, YouTube can be used as one of the teaching media. The existence of a video sharing platform allows students to independently seek and share information in the form

of knowledge and practice. YouTube can be used by educational institutions as a teaching medium favoured by students.

Listening skills are the ability to digest and understand sentences spoken by the inter-locutor or specific media. Listening Skills are the goal of language learning, both first and second languages. Listening competence can make students understand various oral texts with different communication purposes and contexts (Irvan Bagus Aji Pamungkas, 2020) . According to Hamid & Baharuddin in (Naning Ma'rifatul Faiqoh, 2020), listening skills include identifying sounds, understanding sound elements, and finding express or implied information. There are four factors must be considered in listening:

1. Understand the meaning in general.
2. Interpret the conversation and interact.
3. Evaluate and criticize the conversation.
4. Combine the content received with the experience of individuals who have had.

As the ability to speak, listening skills also have a purpose in learning, delivered by Iskandarwassid and Dandang Sunendar in Ulin Nuha that listening learning includes; first, perception is a cognitive feature of the listening process based on the understanding of knowledge about the rules of language. Second, the reception understands the desired message to the reader. While Ahmad Izzan in Ulin Nuha said that the primary purpose of listening skills is to understand the content of the conversation and critically capture and conclude the points (Yuli Nurmala Sari, 2019).

In learning activities, motivation can be used as the overall driving force in the self that gives rise to learning activities, which ensures the continuity of learning activities. Learning motivation is strength from within students that can increase and decrease students' strengths and efforts to behave in learning. Learning motivation encourages students to do something better.

If someone is motivated, then that person will do substantial things, to support the production goals of his learning unit, and the organization in which he learns. On the other hand, if someone is not motivated, they will only make a minimum effort in terms of learning (David Arifuddin, 2020). In general, teachers must try as hard as possible to increase student motivation. In particular, teachers need to make certain real efforts to increase students' learning motivation. These efforts consist of carrying out the functions of mobilization, expectation, incentives, and discipline (De Cecco, 1874).

Motivation is considered important in learning and learning efforts in terms of its function and value or benefits. Reading habit for example could motivate the student to decrease the writing anxiety during online learning (Wijirahayu & Kamilah, 2021) This shows that motivation encourages behaviour and influences and changes behaviour. According to (Hamalik, 2016), motivation has functions in the teaching and learning process, namely:

1. Encouraging the emergence of behaviour or actions, without motivation there will be no action. for example study.
2. Motivation functions as a director, meaning directing actions to achieve the desired goal.

3. Motivation functions as a mover, meaning to move a person's behaviour, the size of the motivation will determine the sooner or later the work.
  - a. Motivation according to Moscovits in (Mujiyanto, 2019) is generally defined as initiative and direction of behaviour and motivational lessons are actually behavioural lessons, as above we can draw the conclusion that motivation is important as a driver of one's soul to learn. Without motivation, students will not be interested and serious in participating in learning. with high motivation, students will be interested and actively involved and even take the initiative in the learning process, with high motivation students will try their best to learn.

### ***YouTube as an Evaluation Medium in Learning English***

Based on the table above, it can be seen that as many as 30 students answered the most, namely the answer choice Agree on the statement YouTube medium helps me to learn by both seeing and hearing, which helps understanding to study English more. In the statement YouTube videos allow you to use the appropriate vocabulary and correct grammatical forms, the most students answered the Neutral answer choices, which were 29 students. In the statement YouTube videos minimize my fears to pronounce words in front of the whole class, the most students answered the Neutral (N) answer choice, which was 30 students. A total of 36 students answered the most, namely the answer choice Neutral (N) on the statement YouTube medium helps me to learn by both seeing and hearing, which helps understanding to study English more.

YouTube as an evaluation medium in learning English can be illustrated in the pie chart below:

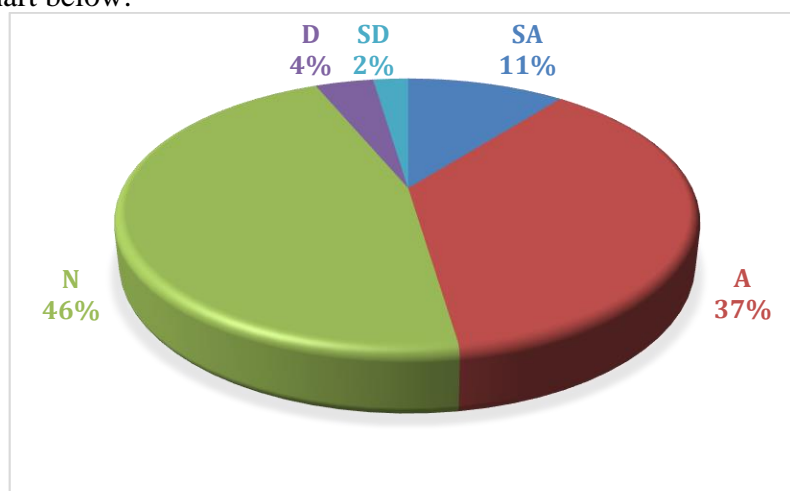


Figure 3. Percentage Chart of Youtube as an Evaluation Medium in Learning English

The pie chart image above presents the percentage data for YouTube as an Evaluation Medium in Learning English, the results above show the highest percentage results are as many as 46% of students who answered Neutral (N), 37% of students answered Agree (A), and there were 11% students answered Strongly

Agree (SA), as many as 4% of students in the Disagree (D) option, while the lowest percentage answered by students was 2% in the Strongly Disagree (SD) option.

Learning media is a tool used in the delivery of the learning process. Learning is a process of communication between students, educators and teaching materials. The evaluation is part of the teaching leaning process that influence the achievement (Wijirahayu & Rokhmani, 2021). Communication will not run without the help of means of delivering messages or media. Internet plays a very important role with today's generation. Students now have a different learning style from the previous generation. Many people think that the current generation is bored and lazy to learn. Various studies have shown that the generation known as the internet generation actually has a high learning orientation and enthusiasm, only the way they obtain information is different (Kassandra Barnes, 2007). This generation's way of learning tends to be independent and autonomous. However, they are persistent seekers of information and consciously determine the choice of learning model that suits them. They also actively want varied learning models and tend to get bored quickly with conventional learning models whose resources and models are limited.

The internet is the most widely used and effective learning media among the public, especially students because students are always connected to the internet. The internet is the reason for learning because the internet makes it easier for students, especially in obtaining information. YouTube is a social networking site that provides visual and sound facilities to users. YouTube is currently very popular with young people. This is because it can see directly the moving visualization.

According to (Sianipar, 2013), YouTube is the most popular video database on the internet, and is a video site that provides a variety of information in the form of moving and reliable images. This site is indeed provided for those who want to search for video information and watch it live. YouTube is currently very popular with young people. This is because it can see directly the visualization of motion. Most students from each study program have used YouTube in their daily lives, most of them open the YouTube application either through Android and netbooks. They can spend hours opening YouTube in a day.

The phenomenon of very significant progress in the field of communication science, triggers some experts to dub the phenomenon as a communication revolution (Sistadewi, 2021). The development of technology and communication makes it easier for someone to connect with various information making it easier to carry out daily activities. Through gadgets and computers, people can carry out activities such as watching, searching for information, using social media (when connected to the internet). This resulted in their behaviour changing where they used to have to use television when watching but now they can use YouTube to view various videos. (Haryo Kusumo Aji, 2018) explains that the effects resulting from technological developments have been recognized and the results can be enjoyed by many people in terms of the convenience and comfort that is served.

## **Conclusion**

Based on the explanation above, it can be concluded that learning English using you tube media is very exciting because there are many facilities that we can find on YouTube so that students can choose according to their own wishes. English teaching materials are also widely available and can be accessed easily and quickly. YouTube is able to increase students' interest and motivation and can improve

learning English through YouTube. This can be seen from the results of student answers to the questionnaire that has been given.

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## **THE EFFECTIVENESS OF ONLINE GAMES TO EMBRACE STUDENTS' VOCABULARY FOR EFL LEARNERS**

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### **Abstract**

This research tells the readers about the effectiveness of online games for EFL students. The aim of this research is to identify whether the online games are effective to embrace the EFL students learning vocabulary enrichment or not. This research will use qualitative research and the forms and interview sessions are held for EFL students in ELESP major in Sanata Dharma University which will be used as the methods to collect the data for this research. On the basis of the result and findings, the students who were using online games as various media in learning English vocabulary had an effective impact to embrace the students' vocabulary enrichment.

Keywords: effectiveness, games, online, students, vocabulary

### **Introduction**

Language has a very important role in everyday life. By having good language skills, a person can more easily communicate with others. In other words, mastery of a language is very important, especially English because this language is an international language, meaning that someone who has good English skills can communicate more easily with the international community. In this era of increasingly sophisticated technology, English is expected to be interpreted well, especially among students. In accordance with one of the goals of the Tri Dharma of Higher Education, namely community service, Sanata Dharma University as one of the higher education institutions has a responsibility to develop community capabilities, starting with developing the abilities of students studying on this campus.

This is why students use various strategies for learning, especially for ELESP students. Many of them use online games as a learning space but still fun and interesting. Playing online games is often said to improve the user's ability to apply foreign languages that they encounter in the online game. According to Chen and Johnson (2011) the effects resulting from playing online games is to motivate students to learn languages outside the classroom. Therefore, this study is aimed at observing the effectiveness of playing online games to increase English vocabulary for EFL students at Sanata Dharma.

This activity was carried out in August 2021 by involving several students of the English Education study program at Sanata Dharma. During the activity, students were given several questions about the vocabulary they often encountered in a game, how often they used online games, compared to conventional whether playing games was more effective in increasing their vocabulary in English, and mentioned the number of game applications they used and the time of use. application in a day. After the question session is over, the students will conduct an interview with their consent.

In the interview conducted, the researcher asked 3 questions about the most influential application to increase their vocabulary, can online games replace the application of conventional learning, and in a percentage of students gave responses about the effectiveness of online games as their learning medium in their lectures.

Chen and Johnson, (2011) in Reinders and Wattana, the effect of playing online games is to motivate students to learn languages outside the classroom. Hadfield (1987: 7) also makes a statement by giving some suggestions, namely:

- 1) a game must be more than just fun;
- 2) a game should involve 'friendly' competition;
- 3) a game should keep all the students involved and interested;
- 4) a game should encourage students to focus on the use of language rather than on the language itself; and
- 5) a game should give students a chance to learn, practice, or review specific language material.

Based on these theories, the researcher made this research to understand the effectiveness of online games for EFL students in boosting their knowledge of vocabulary (based on students' perspective).

## **Method**

The researcher carried out a pre-test in the form of question and answer and continued with interviews as a post-test to obtain data from participants. The interview technique used by the author is a semi-structured interview technique. For participants, 20 people were asked to be the sample of this research.

In the pre-test, the researcher used four questions such as:

- 1) Are online games very influential in helping you learn vocabulary?
- 2) How often do you use online games?
- 3) Can online game applications replace conventional learning?
- 4) Do you get at least 3 new vocabulary words in every game play?

In the post test, the researcher used one question:

- 1) How can playing online game can affect your improvement to learn vocabulary in daily life?

Based on those questions, the researcher will conclude how effective games online were for college students to embrace their vocabulary as the EFL learners in Sanata Dharma University.

## **Data collection**

The researcher carried out a pre-test in the form of question and answer and continued with interviews as a post-test to obtain data from participants. The interview technique used by the author is a semi-structured interview technique.

In analyzing the data, the author uses several stages according to Creswell's theory, namely:

- Writing Data Transcript
- Data Classification

### Findings and Discussion

Table 1. Pre-test (Google forms)

Question	Strongly agree	Agree	Disagree	Strongly disagree
Are online games very influential in helping	7	10	3	0
how often do you use online games?	8	11	1	0
Can online game applications replace conventional learning?	0	0	7	13
Do you get at least 3 new vocabulary words in every game play?	2	3	15	0

#### *Post-test (Interview Session)*

Question: How can playing online games affect your ability to learn vocabulary in daily life?

Answer:

- 1) in online games they usually use English when playing. The game terms played by those who are in English also mostly come from their daily lives which cannot be separated from the basic use of English vocabulary. (P. St, 17 July 2022)
- 2) Most Online Games present the game in English. This is one of the learning tools for children because they will play while learning English even though it is only the basic level and terms of the online game. (S. Kl, 17 July 2022)
- 3) Online games also provide vocabulary or vocabulary that is easy to digest and can be used in everyday life depending on the type of game being played. Online games are certainly one of the choices and learning motivations for children or teenagers who still don't have the enthusiasm to learn, of course in English subjects" (Sh. As, 20 July 2022)
- 4) "Because I often use the chat feature in online games, I can simultaneously practice my reading skills to read the automatic chat provided by a game to interact with my friends, therefore, my vocabulary is continuously updated since we use English most of the time" (S. T, 19 July 2022).

## Conclusion

Based on the pre-test and the post-test given by the researcher, we can conclude that the use of online games for one of the learning mediums for ELESF students in Sanata Dharma is able to embrace the students' vocabulary enrichment and at the same time can support student success in English courses. However, the use of games online is just to boost their knowledge, not to replace the use of conventional learning mediums such as reading articles, writing journals, etc.

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Undergraduate Conference on ELT, Linguistics and Literature  
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## **INSTAGRAM USERS' PERCEPTION TOWARDS CODE MIXING UTILIZATION IN SOCIAL MEDIA COMMUNICATION**

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### **Abstract**

People frequently use their social media as the easiest way to share their personal feelings and experience in their own language. Sometimes, the users use another language to express their feelings although those words consist of their own language. The users often switch the code in order to simplify the meaning of the sentence towards their interlocutors. The research aims to discover how users' put meaning of code-mixing in Instagram platform. Instagram was chosen as the platform to be researched due to the highest number of the users compared to other social media. This study used a qualitative method to gather data from participants. Researcher conducted the study by doing a survey with 10 participants who use Instagram to share their daily activities. This study gathers the data by collecting Instagram users' perception about the utilization of code-mixing. As a result, Instagram users send a delightful perception towards the use of code-mixing. Participants think that the use of code-mixing is expected to help them in doing the communication, and also join the trend.

Keywords: code-mixing, delightful, helpful, Instagram, social media

### **Introduction**

Language is an extremely needed thing in life. Naturally, people connect each other by using a language as the bridge to share anything. At the first time, people will learn how to speak with their mother tongue as the first language to study. Afterwards, people learn another language as their second language to support their communication needs. Language has four elements as a bridge to share knowledge: listening, speaking, reading, and writing. As time goes by, the language has a lot of development and change in line with the technology development.

Previous study discovered the students' perception towards the code-mixing utilization in the English Language Teaching. The study conducted by Purandina, *et al.*, (2021) came up with the findings that the students had a positive perception of the code-mixing utilization in the class. Likewise, students believed that the way of code-mixing gives a clear understanding in language learning. The researcher is seeing the language change, especially code-mixing utilization in Instagram platform. After the pandemic situation, people are familiar with the use of their smartphone. People need to be more updated with the recent situations and they could set a strategy to pass through the pandemic situations. In some cases, people

do code-switching in Instagram posts to ease people's knowledge, spread out announcements, and so much more information that comes from abroad. Moreover, researchers wanted to discover other people's perception about the use of code-mixing in social media. At least, the study discusses the Instagram users' perception towards the existence and the utilization of code-mixing in Instagram platform. The research will connect the link between the motivation of applying code-mixing in daily life (Instagram platform) with others' opinion towards the same topic.

### *The Used of Language*

Language is a form of communication that allows intercourse between multiple people that occurs individually, word placement, and constantly evolving (Johnson, 2022) In daily life, language is extremely needed in order to connect with each other. By the utilization of the language, people are able to share their personal feelings, ideas, thoughts, emotions, and so on (Kamariah and Ambalegin, 2019). Language is not only to be used in daily conversation, moreover language is used in social media to share with people from far away in the digital communication era. Permana and Abdullah (2020) in Gultom (2021) stated the development in digital communication, the use of language likewise changing to adjust the function nowadays. Many online media are getting popular and give the impacts towards the users of the social media platform. Although the language has a grammar unit, the grammatical competence is almost useless for human interaction with each other (Fasold, 2006, 9).

Language can not be separated from culture. Language influences thought and behavior towards someone by applying the culture. People may assume about someone's life being only by a language produced. In the middle of the conversation, the assumption may change as well as the language is produced well and following the culture norms and grammatically correct.

People have their own types of language mastery. Some of them are monolingual, bilingual, and multilingual. Being a monolingual means that the people are only able to speak and understand in one language. The ability of understanding one language and culture is infrequently found in this digital era. The development of technology such as social media as the media to communicate which is available in the English language, encourages people to learn new languages. Most people nowadays are able to speak at least two languages to adjust to technology development (Butler, 2012). Whilst bilingualism has become a trend in the society, there are also a number of people that have an ability to communicate orally or write the letter in more than two languages. Some of them have their ability due to the privilege which they got from their families. They come with the various origins of family background which encourage them to be able to master more than two languages (Butler, 2012).

The ability to master more than two languages sometimes distracts people from speaking in one language only. In the middle of the conversation, most of the people who are able to speak in more than two languages do the code-mixing due to the lack of vocabulary mastery. By learning two languages or more, people are able to learn grammar in the correct way (Educational Cyber Playground, 2015). Therefore, those people who are mastering more than two languages are advised to do code-mixing.

### *Social Media*

Before the digital era where technology developed as well as time went by, people used papyrus to send letters with their relatives. They could be connected to each other through the papyrus paper (Aithal, 2016). The papyrus was used as paper to write a letter or news in 3100 BC and easily found in the river plains of Mesopotamia. By the time, papyrus paper was arduous to find. This reason encouraged people to think innovatively in order to replace papyrus as paper. Bamboo books in China from 1500 BC introduced to the world were able to write as conveniently as papyrus. People afterwards change the base to make a paper into animal membranes. On the other hand, it was hard to find animals and modify the animal membran into a thing that people can write there. Papermaking traditionally came from China and firstly created by using mulberry and other bast fibers. At that time, people made paper to draw a map.

As time goes by, paper is infrequently used by people due to the technological sophistication that allows people to write and draw every single thing with their personal gadget. Additionally, the highest consumers need the space to share anything, people are influenced to use several kinds of social media to share what has been done in their life, open a discussion forum, share knowledge, or even do the online transaction.

People use social media in order to share something with others far away from them. Social media is getting popular and advanced in line with technology development. The motivation of using social media in the digital era is accessing the newest information, sharing knowledge, discussing the hot news, networking with people, and earning money by utilizing Instagram ads or features. Social media such as Facebook, Youtube, Whatsapp, Instagram, and WeChat are the most used social media in 2021 (Dixon, 2021). Additionally, the development of technology affects the awareness of language use according to Ilter (2015). The study stated that the participants are welcome with the development of technology in their class such as online games, and e-book handouts for the whole class. Shortly, the development of technology strongly affects the existence of language.

Reflecting from the fact that social media has become the most used application, social media likewise provides new spaces to learn something, such as a second language. Social media likewise facilitates their users to make a relationship and share things among social networks (Emran, 2017). Through social media, people can learn something from others. They might catch up with the newest thing while learning a new language. For example, when people are interested in international news and infotainment, they should read the title, captions, and also the comments in another language.

In this study, Instagram is used to be researched because some of the young people use Instagram as their personal space to share something. The main reasons for using Instagram are “Surveillance/Knowledge about others,” “Documentation,” “Coolness,” and “Creativity”. Moreover, Instagram is easy to install and it is an online application which facilitates sharing a photo, video, and social network service (SNS). The users likewise are able to save in the “Insight” feature (Sheldon and Bryant, 2015). Wagner (2015) in Sheldon and Bryant (2015) stated that Instagram is the fastest growing social network site globally.



### ***Code Mixing***

According to Gerald in *What is Code in Linguistic* (2019), code in linguistics refers to language. The use is essentially a means of communication among the members of society (Sirbu, 2015). Ecourse-online stated the theory of mixing is an operation of combining two or more materials into one unit (Ecourse-online, 2013). Lastly, mixing in the linguistics area represents the abilities of bilingual speakers. Mixing a language separated into two levels, such as Code-Mixing (CM) and Code-Switching (CS) (Alexiadou and Lohndal, 2018). Code-mixing itself is the mixing of one language in another language by the speaker in a communication, Gumpers (1977:82) in Saleh (2017). Otherwise, Code-Switching (CS) is known as grammatically constrained (Poplack, 2004). Shortly, the difference between code-mixing and code-switching is the ability to switch or change elements from one language to another language. Otherwise, code-mixing is transferring linguistics units such as words or phrases from one code into another (Alshami, 2020).

Code-mixing is one of the sociolinguistics phenomena, where people change their language accidentally. In the utilization of language, especially in social media, people are known as bilingual or multilingual. Due to the ability to recognize more than one language, people often use the different language in a sentence with various kinds of motivations. Those motivations are changing topics, lack of vocabulary, bilingual or multilingual, prestige, and trends (Kamariah and Ambalegin, 2019). Besides the motivations that are stated by Kamariah and Amabalegin (2019), code-mixing occurred due to the difficulty of keeping two different language systems. A number of people may overlap with those different language systems (Consani, 2013). For example, individuals switch their language from English to Bahasa Indonesia due to several reasons. One of the reasons for using the code-mixing is to help people understand the exact meaning of something, especially in the second language class (Sutrisna and Purandina, 2021).

Code-mixing itself has two different types while an individual is using it. Inter-sentential has a limitation in mixing the code. The other type of code-mixing is intra-sentential switching, where the interlocutors may speak in two languages within the same sentence. For example, someone greets using the second language and goes back to the mother tongue language because they may ask something serious or even ask about their recent activity (Thara, 2018). Code-mixing is divided into insertion of words, insertion of blending, the insertion of affixation, the insertion of hybrid, the insertion of word reduplication, the insertion of phrase, and the insertion of clause, according to Suwito, 1966: 104 in Sutrismi (2014).

### ***People Perception***

When people are facing a problem, they usually share their thoughts towards that problem to other people. Afterwards, the perception is being something that is able to be discussed with a lot of people by using social media as the networking space. In line with the development of language, the culture as the companion of the language will be developed as well. This case will change people's perception towards something likewise (Chen, 2013). Culture in every part of the country has its own rules, norms, and the life-style. Culture itself refers to macro-level thinking

patterns such as attitude, values and beliefs, and “language” is used as a simple cue (Imai, et al., 2015). Therefore, the “mindset” is shaped likewise as how people develop their culture to adjust to technological development.

Basically, social perception will be used in this study in order to confirm the analysis of Instagram users’ perception towards the utilization of the code-mixing. Social perception itself is started by another person or people’s actions. Moreover, social perception involves the use of sensory systems and processing centers altogether. Thus, the brain should try to integrate the messages from the different kinds of social perception process. The process of integrating the messages comes up with the behavior release towards the action that someone did. Shortly, people's perception towards the issue, ideas, actions, and many things done by someone are a stimulus to process the messages (James, 2017).

## Method

This study conducts a survey to gather the data from the participants who are using Instagram as their most used social media, and following the researcher's Instagram account. Since the aim of the study is discovering the Instagram users’ perception, the research method that will be used is a qualitative method. A qualitative method is known as research that gathers and interprets non-numerical data for the purpose of understanding the human and social environment (Adedoyin, 2020). The questions in the survey are based on the “Code-mixing Types and Reasons among Instagram Users” journal by Hartono (2022) and “An Analysis of Students Perception on Code-Mixing Used in ELT: A Case Study at Dwijendra Primary and Secondary School” journal by Purandina, et. al (2021). Those journals discussed the motivation of using code-mixing, especially mixing English language and Bahasa Indonesia in the class and in the social media platform. This study is a qualitative study, which required the participants’ opinion towards code-mixing utilization.

The participants of this study were 10 people that use Instagram in their daily life. The participants are expected to fulfill the survey that was arranged by the researcher. The survey conducted to gather the participants as the Instagram users’ opinion towards the code-mixing utilization in the Instagram platform. In the survey there are 10 questions that the participants should answer. The questions that are included in the survey such as :

1. Do you ever use Instagram?
2. How many times do you use your Instagram account every day?
3. Have you ever seen a comment/post which applies code-mixing?
4. Do you think that the use of code-mixing makes the communication easy to understand?
5. In your opinion, do you think that the use of code-mixing also represents the level of someone’s smartness in style of communication?
6. Do you think the use of code-mixing is extremely needed in social media communication?
7. Do you think that code-mixing is used to grab attention from others?
8. Do you think that code-mixing dominates others’ psychologically?
9. In your opinion, is the utilization of code-mixing only for trends?

10. What is your opinion about the use of code-mixing on Instagram platform?

The first three questions intended for discovering the usage of Instagram in the participants' daily life. The researcher desired to find out about the time spent using Instagram and motivation that encourage participants to use the Instagram platform. Whilst, the remaining of the questions are asking about the participants' perception about the using of code-mixing according to the motivations of applying code-mixing "Code-mixing Types and Reasons among Instagram Users" journal by Hartono (2022) and "An Analysis of Students Perception on Code-Mixing Used in ELT: A Case Study at Dwijendra Primary and Secondary School" journal by Purandina, *et. al* (2021).

## Findings and Discussion

### *The usage of Instagram*

The participants show that most of them often use the Instagram platform. They mostly spend about 2-4 hours each day. It means that most of the participants are connected with Instagram frequently every day.

How many times do you use your Instagram account every day ?

10 responses

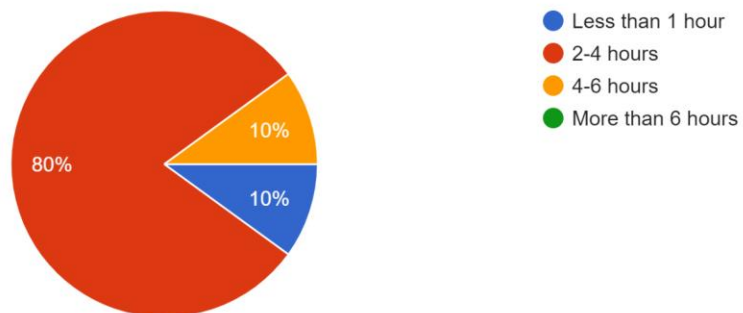


Figure 1. Time spend of using Instagram

What do you do with your Instagram account ?

10 responses



Figure 2. The motivations of using Instagram

The data shows there are 5 motivations to boost the use of Instagram such as documenting an event (take a picture/video), earning money from Instagram features, scrolling timeline to amuse, reading recent news, and learning something from another Instagram account. Most of them use Instagram to document and save their memories only.

### ***Code-mixing utilization in Instagram***

As the previous theoretical background stated, code-mixing is one of the sociolinguistics phenomena, where people accidentally change the language due to several reasons. The utilization of code-mixing is often found in the Instagram platform. Researcher comes up with the data from a qualitative survey that has been done by 10 participants in June 2022. According to the data from the survey, participants commonly find the account that comment or post feeds by using the code-mixing in the Instagram platform. About 20% of the participants stated that they always find the code-mixing whenever they log into Instagram. According to the data, it means that a number of people are familiar with code-switching and sometimes find it in the reality context. Code-mixing becomes one of the changes that grow fast in sociolinguistics due to the development of technology.

Have you ever seen a comment/post which apply code-mixing?  
10 responses

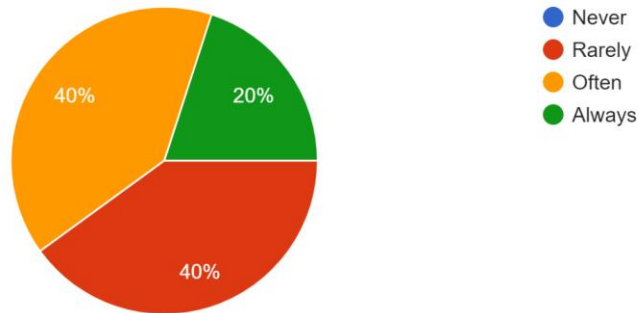


Figure 3. The number of seeing a code-mixing in Instagram

**Perception of using code-mixing in Instagram platform**

Table 1. Agreeing motivation of code-mixing utilization in Instagram

Motivations	Opinion	Percentage (%)
Code-mixing help people to understand the communication easily	Agree	60
The use of code-mixing represents the level of someone’s smartness in style of communication	Disagree	60
Code-mixing is extremely needed in social media communication	Disagree	60
The use of code-mixing in communication is grabbing attention from others	Agree/Disagree	50
Code-mixing can dominate others’ psychologically	Agree	70
The utilization of code-mixing only for joining the trends	Disagree	60

The motivations are used as the reference in the survey questions because the motivation enhances the use of code-mixing in daily communication. Moreover, participants strongly agree that code-mixing can dominate others’ psychology. Whenever an individual talks in a different language or simply applies code-mixing in their conversation, it may activate interlocutors’ culture-specific cognitive style and in turn affect the resulting perception and behavior (Sylvia, 2013). The data confirmed the link between code-mixing and someone’s psychologically affecting the function of human’s perception. As an interlocutor, people should recognize their topic and who is the other interlocutor in order to avoid the misperception towards their topic.

On the other side, the participants doubted about the code-mixing utilization to grab attention from the Instagram audience. About 50% participants stated that code-mixing could grab Instagram users’ attention. Otherwise, the remaining participants stated code-mixing could not grab Instagram users’ attention because they are familiar with the phenomenon of code-mixing.

The use of code-switching in Instagram usually only to grab the attention of the public. Basically, people will interested with something that not common.

Picture 1. Participants' opinion about code-mixing to grab attention.

Some of the people may not be familiar with the use of code-mixing. Thus, the use of the code-mixing is noticed as the new thing, then it encourages the audience's interest in the post. The opinion above stated that code-mixing may be a new thing that someone sees during their online time on Instagram. On the other hand, the remaining of the participants stated that the utilization of code-mixing does not intend to grab the audience's attention. As stated in Harackiewicz, *et al* (2016) the individual interest gives an outcome stable preferences for specific content.

Do you think that code-mixing is used to grab attention from others ?

10 responses

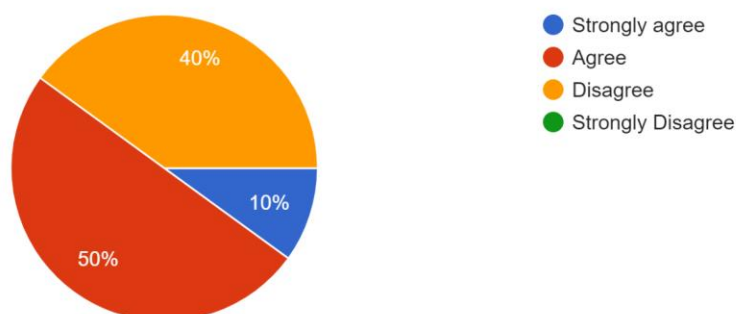


Figure 3. The opinion about the utilization of code-mixing to grab attention.

Participants likewise have a similar perspective towards the using of code mixing according to the remaining reasons. Participants agree that the use of code-mixing is helpful because it can help someone who has a lack of vocabulary in their second language to get an easier understanding about the topic that is being discussed. Additionally, while someone is using code-mixing in their daily conversation, it does not mean that they have a higher level of knowledge than their interlocutors (60% agreeing with the statement). Sometimes, the use of code-mixing is only to join the trends and not extremely needed in daily communications (60% agreeing with the statement).

In line with the changing of the era, language also has a development itself. Language becomes easier to be spoken, written, listened, and read due to the motivation background of applying the language development are various. At the moment, the use of code-mixing is mostly used by people in order to help them in the lack of vocabulary mastery and join the trend, which is to speak orally in at least two languages (Picture 1).

Not only the benefits that participants wrote in the survey, they stated the worst experience by applying code-mixing in the daily conversation. One of the participants stated that it was hard to express feelings in the mother tongue language. On the other hand, sometimes the interlocutor was not able to understand the topic, thus this method will take time and spend a lot of money.

### **Conclusion**

Instagram users' are welcome with the existence of code-mixing in the Instagram platform. All of the participants who are involved in the survey have seen a code-mixing phenomenon in their real life, especially on Instagram platform. Most of the participants stated that it was acceptable to be applied in social media communication. Participants likewise are familiar and understand the background motivation of applying the code-mixing in the social media.

Participants stated the usage of the code-mixing will help them to ease the context of the discussion and can grab others' attention by using the "difference" kinds of ads which is using code-mixing as the header of the ads. The participants likewise do not use the code-mixing utilization in Instagram because it does not represent someone's smartness level of communicating. Most of the participants have a point of view that code-mixing is not extremely needed in social media. Although the use of code-mixing is not extremely needed in social media communication, code-mixing could help people to learn new things especially in vocabulary mastery.

Otherwise, the participants stated the lack of code-mixing utilization in the social media communication. The use of code-mixing affects someone's psychology because the audience sees something different and they may lose their self-esteem due to the lack of vocabulary. Additionally, code-mixing utilization in social media communication is for joining the recent trend, which is combining words to make a personal value of mastering language.

In conclusion, Instagram platform provides the space for everyone to learn language especially by code-mixing utilization. In line with language learning through the Instagram platform, people can develop their abilities in both bilingualism or multilingualism. Moreover, most of the participants are not irritated with the use of code-mixing and welcomed with the warm greeting by using code-mixing. They were glad with the use of code-mixing because it can help them in understanding the concept, learn about the foreign language, and many more.

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**Appendices**

Table. 2 Summary data of The Participants' Opinion towards the Using of Code-Mixing

	Make the conversation easier to understand	Use for pride and trends	Code-mixing may confusing people who do not have a good knowledge of language
Total	7	2	1
	I strongly agree because it makes the conversation easier	I don't think so, in my opinion it is commonly used for pride	For some people who know about the language that is used in Instagram, find it easy to understand and somehow can feel the same vibe with the writers. But if they do not understand, then it will be hard for them.
	Code mixing can often help people to abbreviate long sentences into a short one	Because it mix with our own language	
	For some people who know about the language that is used in Instagram, find it easy to understand and somehow can feel the same vibe with the writers. But if they do not understand, then it will be hard for them.		
	For those who understand the languages that are		

used, maybe it's easy but for other cases, I think it will be hard to understand.		
Sometime there is a certain expression or explanation that has no equal term in one language		
I think I agree because sometimes I don't even understand if it's explained in only one language		
Code-switching give a little guideline to understand the sentence/meaning of something		
Yes ofc, because sometimes when I don't understand something ( <i>istilah/suatu bahasa baru</i> ), then the code mixing saves me.		

Table 3. Summary data of The Participants' Opinion towards the Using of Code-Mixing represents the smartness level of someone

	A lot of people can use code-mixing	Some mistakes in using code-mixing	Smart people use can elaborate in simple way without using code-mixing	Shows ability to absorb vocabulary from another language
Total	1	1	6	2

<p>Because a lot of people from different education backgrounds can use code-mixing things</p>	<p>No, sometimes I found mistakes when people use code mixing</p>	<p>I think smart people often use the simplest way to state something</p>	<p>Yes bcs it also represents someone's ability to 'absorb' vocabulary from various languages</p>
		<p>Not all people who use code-mixing in their communication are smart. In my opinion what is called smart communication is when the content of the conversation or opinion is good and delivered in a good way also (to the point).</p>	<p>Some people may just want to look 'smart' by using this code-mixing while spending time on their account. But others may find this useful to express their opinion or knowledge to others.</p>
		<p>Showing smartness of using language</p>	
		<p>I think because it means they has a wider knowledge of the language</p>	
		<p>Yes, it depends on someone's skills of imagination</p>	
		<p>Yes, Because in my perspective when someone has a good communication skill, it can be 100% guaranteed smart</p>	

Table 4. Summary data of The Participants' Opinion towards the Using of Code-Mixing is extremely needed in social media communication

	Use for a bad things	Helpful but not necessary	Depends on what is the topic and who is the interlocutor
Total	1	8	1
	Because usually it used for a bad things	Maybe it does helpful but I don't think it is necessary	I think it depends on who we are talking with. But code-mixing helps us to state something in the simplest way
		If people often use it, it's good. But it's not really needed to be applied in social media communication.	I think it depends on the situation
		I think it's just not "extremely needed" bcs I think code mixing used for fun	
		In my opinion it is not 'extremely needed', but it can be adapted to the character of the audience of each Instagram account user (if you want to share something with the audience), or it can also be adapted to the platform where we want to share our opinions or comments	
		It's not necessary	

	Yes, because it will improve the communication quality	
	Not really needed	

Table 5. Summary data of The Participants' Opinion towards the Using of Code-Mixing utilization as the attention grabber

	Make people curious	For Pride	Basically reflect on the function
Total	4	2	1
	Because it makes people curious	As I said before that I often found someone use code mixing for pride	I don't think so, because people who use code mixing just want to be clearer in explaining something
	Code-mixing can grab attention, but I think people only use it because they used to it	Using code-mixing in public looks cool and smart. That's our mindset that is constructed by society. People nowadays use code-mixing in public, so that the public praise them	Basically it's not the function.
	Because the vocabulary created from code-mixing is unique	It's a trend	Because when I find someone posted news in (Mix Language) it will totally grabbed my attention
	I think that code mixing is used to attract attention because by using it, it can be a reflection of our account or simply code mixing is used to follow current trends		

Table 6. Summary data of The Participants' Opinion towards the Using of Code-Mixing utilization affect someone's psychological

	Triggering overthink	Give a good personal value	Motivate to learn new language	Not sure	Do not give any comment s
Total	3	1	2	2	2
	It's makes people overthink	Using code- mixing in public looks cool and smart. That's our mindset that is constructed by society. People nowadays use code-mixing in public, so that the public praise them.	By using code mixing, other people can assume that the user is a smart person because they understand more than one language. And it could be that other audiences can become motivated to learn another language or even feel inferior about that.	I'm not sure but I think the way they easy to switch to using another language in the same thing also represents impacts psychologic ally (I think)	
	Yees, the audience indirectly will think that the speaker is really clever in using languages		Yes I think so because sometimes it can motivate others to learn other languages	It doesn't have any relation with the psychology maybe	

Code-mixing make people look smarter, but not all people will be down if they talk to people who do code-mixing			
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Table 7. Summary data of The Participants' Opinion towards the Using of Code-Mixing utilization is only for the trends

	Depends on the topic and who is the interlocutor	Follows the recent trends	Everything changes as time goes by	Shows abilities
Total	3	2	2	1
	It can also works in workplace	Yes, I think so. I often found people mixing Indonesian & English, in some parts of Indonesia (Jaksel)	I think no, because our world evolves and everything changes. So, it can be one of the changes that will last long.	I think its because the speaker not too mastery the language
	Code mixing can also make communication easier and allow knowledge to be conveyed in an interesting way. Even though 'interesting way' is part of 'following the trend'	It can be, because people think speaking in many languages is cool and many famous people use it	For some areas, it's not only for trends but it becomes like a new culture because, in our daily life, we also used to listen/read in various languages.	



I don't think so because if it's just a trend it will quickly disappear but on the contrary, now more and more people are using it	In reality yes, because it will grab the attention of the public.	Because this kind of trend not only 1/3 years but long lasting, so it can't be said as a "trend"	
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Table 8. Summary data of The Participants' Opinion towards the Using of Code-Mixing utilization

	The utilization of code-mixing in Instagram does not have any impact on the user's life.	Knowledge	Code-mixing is used to make the communication easier to understand	Code-mixing is used to grab audience's attention
Total	2	2	1	1
	I don't really care about it, but if there's people that easy to have an over thinking it must be a bad things for them	Code mixing makes people look smarter and can be used to simplify the words or a sentence we want to say. But it can also be just a trend because many people use it.	Code mixing, which seems to be a trend nowadays, can be something that makes it easier to communicate and share knowledge on social media like Instagram, but it can also be detrimental if we don't sort out what is good for us and what isn't	The use of code-switching in Instagram is usually only to grab the attention of the public. Basically, people will be interested in something that is not common.

<p>Maybe that's a good idea and nothing's wrong about it</p>	<p>The use of code-mixing in Instagram is a phenomenon that often happens nowadays. It is good, because it forces people to learn foreign languages or other languages. By using code-mixing, the user also gives knowledge to the reader or listener. But, it is not always considered to be a smart person/person. The content of the speech also affects the judge.</p>		
<p>Good</p>	<p>Code mixing, which seems to be a trend nowadays, can be something that makes it easier to communicate and share knowledge on social media like Instagram, but it can also be detrimental if we don't sort out what is good for us and what isn't.</p>		

<p>It useful for me personally</p>	<p>I agree that Instagram is one platform that also influences the users to use code-mixing. It's not too bad because we know that the reason why we use code-mixing in our social communication, especially in our social media, is just for fun. For it's like becoming a new culture, especially for the younger generation. It's not bad because from here we can learn and apply new vocabulary in our daily communication.</p>		
	<p>The use of code mixing in my opinion is very good because it can help to understand what you want to explain from the caption or uploaded photo</p>		



**WOMEN'S LANGUAGE IN *WOMEN IN A MEETING* AS ILLUSTRATED  
BY ALEXANDRA PETRI**

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**Abstract**

This article mainly reports a research focused on women's language features in women in a meeting as illustrated by Alexandra Petri. This research belongs to a qualitative content analysis research. Although it was mostly done using qualitative, quantitative method was also conducted to find the percentage of frequency. The data collected in this research was through transcript of Alexandra Petri's TedTalk video, taken from Youtube, and her *The Washington Post* article. Her TedTalk video was posted on February 2<sup>nd</sup> 2016, whilst her article was posted prior to that on October 13<sup>th</sup> 2015. The result shows that out of the ten women's language features, only seven were used: lexical hedges or fillers, followed by super-polite form, emphatic stress, rising intonation, intensifier, empty adjectives, and tag question. The absent features were hyper-correct grammar, avoidance of strong wear word, and precise color term. The utterances demonstrated by Petri tends to use lexical hedges and super-polite form more, which shows how uncertain and unconfident women are.

Keywords: TedTalk, *The Washington Post*, women in a meeting, women's language

**Introduction**

Language is identified as a tool for human beings to communicate with each other, as well as to be distinguished from animal's communication system. According to Aitschison (2012), language is made of symbols and used routinely to share information to one another. It has its purpose as a communicative function. With language as the basic way for humans to communicate, Holmes (2013) has found that there are various stimuluses that prompted the way of people talk.

The idea of gender affecting language speakers also came up in the early 20<sup>th</sup> century that caused an attraction towards anthropologists and linguists (Li, 2014). It is not until 1973 that Robin T. Lakoff, a well-known linguists, published *Language and Woman's Place*. Her study describes of that differences between language spoken by men and women. She concluded that women undergo discrimination even in the linguistic area and there are distinct features found in

their style of speech (Lakoff, 1973). One of the characteristics found was that women are seen to be more talkative than men and spend most of their day gossiping (Pebrianti, 2013).

Another argument collected from Eckert & McConnell-Ginet (2003), later supported by Pakzadian & Tootkaboni's study (2018), was that the speech difference between men and women surfaces due to the dominance men held over women, who they perceive as subordinate. Talbot (2010), however, counters this statement and states that the dominance behaviour men seem to possess is elucidated as a 'cross-cultural' phenomenon. It is a result of how men and women perceive interaction between them should be, which then causes an imbalance.

Lakoff (1973) claims that those features that differentiate women from men include: the use of lexical hedges or fillers, tag questions, rising intonation on declaratives, 'empty' adjectives, precise color terms, intensifiers, 'hypercorrect' grammar, 'super polite' forms, avoidance of strong swear words, and empathic stress. In her study, she also states that women's language features showed how subordinate they are with just the way of how they spoke.

The use of lexical hedges or fillers, for example, is used due to women's lack of confidence as argued by Lakoff (1973). Lexical hedges here are defined by Lakoff (1973, cited from Holmes, 2013) as "a number of linguistic features which were unified by their function of expressing lack of confidence." In addition, hedges are used as well as a way for a speaker to soften their utterances (Mohamad & Sahib, 2014). In a way, it has come its way to how women speak in a meeting as proposed by Alexandra Petri in her *The Washington Post* article as well as her Ted-Talk video entitled 'How to Speak Woman'.

### ***Women's Language Features***

As mentioned above, women's language features are:

#### *Lexical Hedges*

Carli (1990, cited from Svendsen, 2019) proclaims that the perception of how women should behave in front of man pushes women into using tentative language. She describes this as a strategy or a device in order for the speaker to seem subordinate or not to step over their status (p. 949). Thus, Coates (2014) associates it with the use of lexical hedges. She describes the linguistic forms of lexical hedges include:

1. *I think*
2. *I'm sure*
3. *you know*
4. *sort of*
5. *perhaps/maybe*
6. *like, etc.*

However, Coates (2014) argues that even though there have been investigations that proved women use more hedges than men, view of its functions is as important and it doesn't restrict its use only as a sign of weakness.

#### *Tag Questions*

According to Lakoff (1973, cited from Rawanita, 2019), the use of tag question by women is a way of them to reaffirm their statement by asking it again.

An analysis was made by Holmes (1984, cited from Jakobsson, 2010), which states that tag question is divided into that express modal or affective meaning, which softening, and confrontational. He describes referential meaning as to signal doubt or uncertainty (p. 306), as for affective meaning, it functions as a positive politeness device (p. 306). Softening may happen when one wants to soften their critical comment towards another person (Holmes, 2014, p. 307) and for confrontational, it may be used as a force to receive an answer from an uncooperative addressee (p. 307).

Examples of tag question contains:

1. *isn't it*
2. *wasn't it*
3. *right?*
4. *don't we?*

### *Rising Intonation*

Lakoff (1973, cited from Utari, 2019) in doing her research, finds perceivable change of intonation when women are speaking. A pattern can be found among speakers where an intonation would rise by the end of a sentence, converting an assertion into some sort of a question (Amanda, 2017). Therefore, it weakens the statement and the speaker is seemed as though in search of a confirmation (Utari, 2019). An example for rising intonation for a clear picture is “*it's Monday?*”

### *Empty Adjectives*

Talbot (2010) in explaining empty hedges as an affective adjectives. She suggests that women use affective meaning words (having to do with expressing feelings). It is also mentioned that empty adjectives are used as a way to express an admiration and/or an emotional reaction towards something. Those adjectives that are marked as feminine include: *adorable, divine, charming, sweet, and lovely*.

### *Precise Color Terms*

Lakoff (1973) expresses her amuse when seeing a helpless man trying to describe the color of a book-jacket to be ‘lavender’ or ‘mauve’. As it turns out, women are able to classify more precise color terms than men. Men’s point of view of colors is far more limited than those women that they view it as not to be one of their concerns. Different color terms include: *beige, acru, aquamarine, lavender, etc.*

### *Intensifiers*

Holmes (2014) affirms the use of intensifiers as a boosting device. Its use as a boost and/or to strengthen the intended meaning is mostly used by women, although men still also use it sometimes. Intensifiers include words such as *really, so, such, quite, and very*. However, Lakoff (1973) adds that *so* can also be viewed as a hedge and that “it is supposed to weaken a speaker’s strength of feeling”. For example in the sentence, “*I like him so much!*”

### *Hyper-correct Grammar*

Women tend to use the standard form of English than men as proposed by Lakoff (1973) and Talbot (2010). Lakoff (1973) relates hyper-correct grammar with

politeness in utterances and it implies a more correct form that it's supposed to be. An early study done by Trudgill (1972, cited from Talbot, 2010, p. 23) also suggests that the cause of that is due to women are more status conscious than men. He also elaborates that women tend to be more socially judged than men, hence making them more sensitive to linguistic norms.

#### *Super-polite Form*

Women prefers a more polite language than men as suggested by Lakoff (1973). It may include excessive use of euphemism, which translates into indirect expression. For example, the use of *passing away* instead of *died*. Lakoff (p. 56) also suggests that by the use of super-polite form then does not push an agreement or belief on the addressee. For example, “*are you willing to close the door?*”

#### *Avoidance of Strong Swear Words*

Profanity or swear is considered as an expression that showed an ardent emotion from a person, therefore it's deemed to be unbecoming for women (Eckert & McConnell-Ginet, 2003). They also states that anger, raised voice, abusive insults and such are expected when done by men (p. 182). Further, it has become men's habit to use strong interjections and profanities. In additional, Lakoff (1973, cited by Talbot, 2010) connects avoidance of strong swear words as also being polite.

As an example, the replacement of “*shit*” with something more soft, “*oh no!*”, “*oh my God*”, “*goodness*”, etc.

#### *Emphatic Stress*

Women, as observed by Lakoff (1973), use an ‘over-the-top emphasis’ or what she calls as ‘speaking in italics’. She suggests that women like to use this to emphasize more and give strength on their utterance. Amanda (2017) then elaborates this as a way to guarantee the message is received and responded. For further amplification, the word ‘*beautiful*’ in the sentence “*What a beautiful dress!*” is an emphatic stress to highlight on how beautiful the dress is.

#### ***Women in a Meeting***

Petri (2015) claims that ‘woman in a meeting’ has become a language of its own. As it is known, women and men talk in different ways. Those factors include how both are raised distinctively and both occupy their own respective roles in society (Wahyuningsih, 2018). Some differences that can be found in men's language features as Coates (2013) mentions are minimal response, command and directives, swearing and taboo language, and that men are seemingly to interrupt brusquely a conversation than that is women to interrupt a conversation.

With men instinctively using these features in a conversation, women who are naturally wary and are seen to be subordinate, chose to stay silent most of the time. However, when women chose to talk like men, more direct and blunt, others will perceive them as being ‘unreasonably angry’ (Petri, TEDx Talks, 2016, 3:23). Consequently, Petri (2015) thinks that there is a second language that women use called ‘woman in a meeting’.

In her TedTalk video, Petri (TEDx Talks, 2016, 3:49) describes ‘woman in a meeting’ as:

“...where you take your thought and you crochet a verbal sweater for it. So the edges don’t bump anybody, or poke them or make them uncomfortable.”

Here, the researcher will try to analyse those women’s language features that are used in ‘woman in a meeting’ from Petri’s TedTalk video as well as from her *The Washington Post* article.

**Method**

For this research, the researcher conducted a qualitative research and the method of data collection was content analysis. This use of method is an attempt to seek deeper understanding of the problem by identifying several categories (Bengtsson, 2016). Although this research mostly used qualitative method, the researcher also used a few quantitative method in order to find the frequency of occurrence that leads to the percentage of women’s language features found. As asserted by Denscombe (2010), Hsieh & Shannon (2005), and White & Marsh (2006), the data collected in content analysis include the use of sounds, pictures, a writing, interviews, and/or videos.

The source data collected in this research are from a transcript of Alexandra Petri’s TedTalk video, taken from Youtube, and her *The Washington Post* article. Her TedTalk video was posted on February 2<sup>nd</sup> 2016, whilst her article was posted prior to that on October 13<sup>th</sup> 2015.

The instruments that are used by the researcher were documents and observation sheet/table. Table 1. will show the observation made from Alexandra Petri’s utterances of woman in a meeting from her video and Table 2. will show Alexandra Petri’s translation of famous sentences into phrases a woman would have to use in a meeting.

**Table 4. Observation sheet from TedTalk video template**

No.	Utterances	Minutes	EA	I	LH	TQ	HG	RI	SF	SW	ES	CT	Total
1													
2													
Total													

**Abbreviations:**

- EA : Empty Adjectives
- I : Intensifier
- LH : Lexical Hedges
- TQ : Tag Question
- HG : Hyper-correct Grammar
- RI : Rising Intonation
- SF : Super-polite Form
- SW : Avoidance Strong Swear Word
- ES : Emphatic Stress
- CT : Precise Color Term



**Table 5. Observation sheet from *The Washington Post* article template**

No.	Utterances	EA	I	LH	TQ	HG	RI	SF	SW	ES	CT	Total
1												
2												
	Total											

After identifying and grouping the features in the video and the article, the researcher classified them and counted the total number of each occurrence. The result will be then found on Table 3. Not only the total number, but also the percentage of its occurrence.

**Table 6. Women’s language features used in women in meeting template**

No.	Women’s Language Features	TedTalk Video	<i>The Washington Post</i> Article	Total	Percentage
1	Empty Adjectives				
2	Intensifier				
3	Lexical Hedges				
4	Tag Question				
5	Hyper-correct Grammar				
6	Rising Intonation				
7	Super-polite form				
8	Avoidance of Strong Swear Word				
9	Emphatic Stress				
10	Precise Color Term				
	Total				

## Findings and Discussion

### *TedTalk Video*

From the TedTalk video in Youtube, posted on the February 2<sup>nd</sup> 2016, the researcher found five features that was used by Alexandra Petri when giving examples of how women talk in a meeting. Those utterances that she gave was her own ‘translation’ from famous phrases that men would typically say. The features that the researcher found, as shown in Table. 4, consist of empty adjective [EA], lexical hedges [LH], rising intonation [RI], super-polite form [SF], and emphatic stress [ES].

Famous phrases used as the examples were:

1. “Give me liberty or give me death”
2. “Let my people go!”
3. “I will be heard!”

**Table 4. Observation sheet from TedTalk video**

No.	Utterances	Minutes	EA	I	LH	TQ	HG	RI	SF	SW	ES	CT	Total
1	“ <b>Well [LH]</b> , Dave, I <b>just think [LH]</b> liberty would be <b>terrific [ES]</b> , but	4:11-4:17	✓		✓						✓		3

	of course, the <b>alternative [ES]</b> <b>might [LH]</b> be <b>awful [EA] [ES]</b> ; frankly, <b>just in my</b> <b>opinion [LH]</b> , <b>just</b> <b>[LH]</b> take it for what it’s worth.”										
2	“ <b>Well [LH]</b> , Pharaoh, have you <b>given [ES]</b> any consideration? I don’t want to butt in here, Dave. I <b>just [LH]</b> —if you <b>gave [ES]</b> some consideration to <b>maybe [LH] [ES]</b> <b>not holding</b> <b>people? [RI] Just</b> <b>[LH]</b> a thought. <b>Just [LH]</b> a thought, I don’t know. <b>Maybe</b> <b>[LH]</b> we covered this.”	4:26-4:38	✓		✓		✓		4		
3	“ <b>No, no Dave, you</b> <b>go ahead. [SF]</b> ”	4:50				✓			1		
	Total		1	11	0	0	4	1	0	6	0

### *Empty Adjectives*

Empty adjectives are used as a way to express an admiration and/or an emotional reaction towards something. In the video, the researcher found only 1 empty adjective occurrence and that is *awful*.

### *Lexical Hedges*

Hedges, or fillers which showed uncertainty and reduced the strength of a statement, that can be found in Petri’s TedTalk video were 11 in total. That includes:

- *well* (2)
- *just* (6)
- *might* (1)
- *maybe* (2)

### *Rising Intonation*

Rising intonation is the perceivable change of intonation when women are speaking. A pattern that can be found among speakers where an intonation would rise by the end of a sentence, converting an assertion into some sort of a question. From the video, there was 1 rising intonation that occurred, which was “*if you gave some consideration to maybe not holding people?*”

*Super-polite Form*

The use of super-polite form in the video occurred during the last example that Petri used. It was the famous sentence “*I will be heard!*” that became “*No, no Dave, you go ahead.*” The utterance suggests that the speaker (woman in a meeting) would rather let her male colleague to speak up first before her.

*Emphatic Stress*

Refers to an ‘over-the-top emphasis’ or what Lakoff (1973) calls as ‘speaking in italics’. She suggests that women like to use this to emphasize more and give strength on their utterance. Here in the video, the researcher found 4 of emphatic stress on words that a woman in a meeting was trying to get her message to her male colleague. Those being:

- “...*liberty would be terrific..*”
- “...*the alternative might be awful...*”
- “...*have you given any consideration?*”
- “...*if you gave some consideration...*”

*The Washington Post Article*

From Alexandra Petri’s article on *The Washington Post*, posted on the October 13<sup>th</sup> 2015, the researcher found six features that was used by Alexandra Petri when giving examples of how women talk in a meeting. Those utterances that she gave was her own ‘translation’ from famous phrases that men would typically say. The features that the researcher found, as shown in Table. 5 consist of empty adjective [EA], intensifier [I], lexical hedges [LH], tag question [TQ], rising intonation [RI], and super-polite form [SF]

Famous phrases used as the examples were:

1. “I have a dream today!”
2. “Mr. Gorbachev, tear down this wall!”
3. “The only thing we have to fear is fear itself.”
4. “I came. I saw. I conquered.”
5. “We hold these truths to be self-evident, that all men are created equal.”
6. “I have not yet begun to fight.”

**Table 5. Observation sheet from *The Washington Post* article**

No.	Utterances	EA	I	LH	TQ	HG	RI	SF	SW	ES	CT	Total
1	<b>I’m sorry [SF], I just [LH] had this idea — it’s probably [LH] crazy, but — look, just [LH] as long as we’re throwing things out here — I had sort of [LH] an idea or vision about maybe [LH] the future? [RI]</b>			✓			✓	✓				3
2	<b>I’m sorry, Mikhail, if I could? [SF] Didn’t mean to cut you off there. Can we agree that this wall maybe [LH] isn’t quite [LH] doing what it should be</b>			✓				✓				2

	doing? <b>Just [LH]</b> looking at everything everyone's been saying, it seems <b>like [LH]</b> we could consider removing it. <b>Possibly [LH]. I don't know [LH]</b> , what does the room feel?										
3	<b>I have to say — I'm sorry — I have to say this [SF]. I don't think we should be as scared of non-fear things as maybe we are? [RI] If that makes sense? [RI] Sorry [SF], I feel like [LH] I'm rambling.</b>					✓	✓			2	
4	I don't want to toot my own horn here at all but I <b>definitely [I]</b> have been to those places and was <b>just [LH]</b> honored to be a part of it as our team did such a <b>wonderful [EA]</b> job of conquering them.	✓	✓	✓						3	
5	<b>I'm sorry, it really [I] feels to me like [LH] we're all equal, you know? [TQ] [SF] I just [LH] feel really [I] strongly on this.</b>				✓	✓	✓		✓	4	
6	<b>Dave, I'm not going to fight you on this. [SF]</b>								✓	1	
	Total	1	3	15	1	0	3	6	0	0	0

### *Empty adjective*

Empty adjectives are used as a way to express an admiration and/or an emotional reaction towards something. In the article, the researcher found only 1 empty adjective occurrence and that is *wonderful*.

### *Intensifier*

Intensifiers are also used as a boosting device. Its use as a boost and/or to strengthen the intended meaning is mostly used by women. From the article, the researcher found 2 intensifiers: *definitely* and *really*, which occurred 2 times.

### *Lexical Hedges*

Hedges, or fillers which showed uncertainty and reduced the strength of a statement, that can be found in the article were 15 in total. That includes:

- *just* (5)
- *probably* (1)
- *sort of* (1)
- *maybe* (2)
- *quite* (1)

- *like* (3)
- *possibly* (1)
- *I don't know* (1)

#### *Tag question*

The use of tag question by women is a way of them to reaffirm their statement and or to seek validation. The researcher could only find 1 tag question in the article, which is: "...*we're all equal, you know?*" What the woman in a meeting intended to say was they're all equal, however she want to make sure that the others all felt the same as her.

#### *Rising Intonation*

Rising intonation is the perceivable change of intonation when women are speaking. A pattern that can be found among speakers where an intonation would rise by the end of a sentence, converting an assertion into some sort of a question. Although rising intonation typically occur in conversation/orally, the researcher found that even in the writing form, these supposed to be sentences converted into questions. Those being:

- "*I had sort of an idea or vision about maybe the future?*"
- "*I don't think we should be as scared of non-fear things as maybe we are?*"
- "*If that makes sense?*"

#### *Super-polite Form*

The use of super-polite form in the article occurred in almost all the examples that Petri used. The speaker (woman in a meeting) repetitively apologized whenever she would start speaking. In one occasion, the speaker apologized for speaking out her opinion and believed that she was rambling.

Another case was the translation of the famous sentence "*I have not yet begun to fight*" that became "*Dave, I'm not going to fight you on this*". The utterance suggests that the speaker would rather not start a fight with her male colleague.

#### ***The Frequency of Women's Language Features in a Meeting***

In this section, the researcher provided the frequency of women's language in a meeting as demonstrated by Alexandra Petri in her TedTalk video on Youtube as well as in her *The Washington Post* article. Out of all Lakoff's (1973) ten women's language features, the researcher only found seven that were expressed. The findings could be found in Table 6.

**Table 6. Women's language features used in women in meeting**

No.	Women's Language Features	TedTalk Video	<i>The Washington Post</i> Article	Total	Percentage
1	Empty Adjectives	1	1	2	4%
2	Intensifier	0	3	3	6%
3	Lexical Hedges	11	15	26	53%
4	Tag Question	0	1	1	2%
5	Hyper-correct Grammar	0	0	0	0%
6	Rising Intonation	1	3	4	8%

7	Super-polite form	1	6	7	14%
8	Avoidance of Strong Swear Word	0	0	0	0%
9	Emphatic Stress	6	0	6	12%
10	Precise Color Term	0	0	0	0%
	Total	20	29	49	100%

The result of women's language features in utterances women would say in a meeting could be found in Table 6 above. It shows that there are a total of 49 features that occurred. The highest frequency of occurrence befalls to lexical hedges or fillers (53%), followed by super-polite form (14%), emphatic stress (12%), rising intonation (8%), intensifier (6%), empty adjectives (4%), and tag question (2%). Other features that could not be find were hyper-correct grammar, avoidance of strong wear word, and precise color term.

### Conclusion

To sum up, the researcher conducted this as to analyse the women's language features used by women in a meeting as proposed by Alexandra Petri in her TedTalk video and *The Washington Post* article. Those utterances made by Petri (2015) was a way for her to demonstrate how the role of women in a meeting when given the chance to talk. The imbalance between men's and women's speech was found due to the dominance that men held (Eckert & McConnell-Ginet, 2003; Pakzadian & Tootkaboni's study, 2018), but was countered by Talbot (2010).

In the case of Petri's utterances, which were taken and 'translated' by her from famous sentences, the researcher found 7 features that were used. Those features included lexical hedges or fillers, followed by super-polite form, emphatic stress, rising intonation, intensifier, empty adjectives, and tag question. Lexical hedges seem to be frequently used.

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## **HOW LINGUISTIC CHANGES IN ENGLISH AFFECTED THE WAY PEOPLE COMMUNICATE DIGITALLY: MODERNISM AND POSTMODERNISM**

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### **Abstract**

Language is able to change by itself gradually, and it may affect how people communicate, especially in digital communication. This study is conducted to see how English has changed over the years between the modernism era (1900-1940) and postmodernism era (1940-present), as well as how it has affected the way people communicate digitally. The researcher collected the data for this study with qualitative methods. The data is then analyzed to find more details focusing on three components of the same topic; factors of change, types of change, and how it affected the way people communicate digitally. This study ends with the findings which indicate that English has changed in so many aspects – lexical and semantic, syntax, and phonology – which were caused by a few factors including politics, technology, society, and foreign influence. Lastly, the linguistic changes in English have brought so many positive impacts; people on a global scale are now more interested in learning and using English as their second language because it is easier and simpler than how it used to be.

**Keywords:** English digital communication, effects of linguistic changes, linguistic changes in English, modernism and postmodernism

### **Introduction**

Languages around the world are affected by inevitable changes, developments, and evolution. These changes may be obvious or subtle. Nonetheless, linguistic changes may bring positive impacts to the speakers of language and the language itself.

Language is like a mirror of the people who use it – it reflects their culture, technology, mentality, and further developments influencing their lives. In the current modern world, it is difficult for human to imagine how they would live without computers, smartphones, social media, or just the internet itself. Humans' lives are now attached to the internet no matter where they are, and it has revolutionized the way people think, act, and communicate to each other, especially in digital communication. The phrase “digital communication” has also changed throughout the year.

As advanced inventions are evolving and being introduced very rapidly, it is not hard for people to abandon the old devices which are not as efficient, and with the technology that keeps developing, language also follows to develop.

### **Method**

The researcher used qualitative methods for this research study. Past studies and reliable websites are used as references for this study. The collected information was read thoroughly to find details focusing on the topic. After analyzing all the information needed, the researcher then compiled it up before putting it together as a whole.

### **Findings and Discussion**

#### ***Factors of Change***

When there are changes, there are factors which determine the changes. Language changes occur because of various factors; politics, technology, social, and foreign influence.

#### ***Political Factor***

Most of the times, the changes of a language are rooted to politics such as human migration and colonization or invasion of an area, which is one of the main influences of language evolution, according to English Explorer. When people move out of their home country to another country, they slowly learn their adopted language imperfectly. They then pass on their own “version” of the adopted language with all of its imperfections to their children and the society. Eventually, this leads to alteration of the language. The same thing happens for invasion; the colonized people learn their adopted language imperfectly which also leads to alteration of the language (Aitchison, 1991, p.109).

Besides the migration and colonization factors, politics brings some direct changes through public debates and campaigns as well. Take for example, debates and campaigns about environmental awareness in the recent years have brought many new words and phrases such as “eco-friendly”, “eco-terrorism”, and “greenwashing.” Those politics activities also popularized the use of a lot of words and phrases including “climate change”, “recycle”, and “greenhouse gas emissions”.

Furthermore, the battle for women’s rights, gender equality, and equality in general have carried some critical changes in the English language. To give an instance, more and more people nowadays are encouraged to use gender-neutral pronouns when referring to someone they do not know – a big portion of people prefer to use “they” to refer to someone, so they do not misgender the person. These changes also include gender-inclusive nouns such as “chairperson” instead of “chairman”, “police officer” instead of “policeman”, and “first-year student” instead of “freshman”, taken from The Writing Center of University of North Carolina at Chapel Hill.

#### ***Technology Factor***

Modernism and technology are making it more difficult for people to keep up with linguistic changes. Language is gradually changing and developing, but with the advanced technology, language may change faster, taken from HelenDoron English (2020). According to IDEAS.TED.COM, There are many new words

which have not been registered in dictionaries yet, by way of illustration, “supertasker”, “typogram”, and “dronie” (McKean, 2015).

People all around the world showed how intellectual they are by coming up with different slangs to use on the internet. Some examples of slang abbreviations are “OMG” (Oh my God), “LOL (Laughing Out Loud), “BRB” (Be right back), “BFF” (Best friends forever, and “TGIF” (Thank goodness it’s Friday) (Morin, 2022) (Zazulak, 2016). Other than text abbreviations, there are also one-word slangs such as “dope” which means awesome, “cap” which means fake or a lie, “hangry” which means hungry and angry, “bae” which means “before anyone else” or basically means babe, and “Karen” which means a middle-aged woman who is rude (Kitlum, 2022).

### *Social Factor*

Most of the times, Linguistic changes in politics and technology lead to social changes. Language can change because of the adaptation or development of the system of society life (Harya, 2016). When society changes, the language which is used in that society will change as well, and it will bring special effects to it. By “special effects”, it includes linguistic changes based on social status, generation, age, ethnicity, and even gender.

Some people have social prestige, money, and power, while the others have little to no such commodities. People with different social status usually perceive things differently, and that leads to new vocabulary which is commonly used for specific communities. A few examples of words or phrases with different meanings depending on who uses them, taken from CNBC (2013):

- “Hammer price” means “the price of a hammer” for low to middle socioeconomic status people. However, for high socioeconomic status people, it means “the price of an item sold at auction when the auctioneer slams the gavel and yells, ‘Sold!’”
- “Complications” means “when things go wrong during a medical procedure” for low to middle socioeconomic status people. However, for high socioeconomic status people, it means “the extra mechanical parts on a watch that are not necessary (accessories)”.
- “Graff” means graffiti (the slang term) for low to middle socioeconomic status people. However, for high socioeconomic status people, it is a luxury jewelry company that specializes in rare-colored gemstones and diamonds.
- “Stud fee” means “the amount of money that needs to be paid to watch a show” for low to middle socioeconomic status people. However, for high class socioeconomic status people, it means “the amount of money a breeder is willing to pay to buy an award-winning stallion”.
- “Hip” means “new” or “cool” for low to middle socioeconomic status people. However, for high socioeconomic status people, it refers to a number placed on a horse’s hip at auction.
- “Whisper” means “speaking quietly to someone” for most of people. However, for high socioeconomic status people, it also means “secret properties that are the most expensive ones on the market” (Joseph, 2013).

### *Foreign Influence Factor*

One of the most common factors of linguistic change is foreign influence. This usually happens after new things or notions have been introduced to a community. For example, the Italian word “pizza” entered English because the food pizza was introduced to English-speaking communities. Similarly, the word “anonymous” is also a borrowed word. It comes from the Greek word “anōnumos” which describes someone or something without a name. It has a similar meaning with the English word, which is someone who does not reveal their identity. Examples of borrowed words in English, taken from McMahan’s study (1994), cudoo (2016), Oxford Royale, and DICTIONARY.COM (2018):

- Loot, bungalow, pajamas, shampoo, jungle, thug (Hindi)
- Guru, avatar (Sanskrit)
- Paradise, bazaar, chess, shawl, lilac (Persian)
- Paprika (Hungarian)
- Robot, howitzer (Czech)
- Safari, lemon (Arabic)
- Karaoke, origami, bonsai, sumo, sushi (Japanese)
- Cigar, burrito, cruise, guitar, alligator (Spanish)
- Tattoo, taboo (Polynesian)
- Coffee, ottoman (Turkish)
- Flannel, penguin (Welsh)
- Cartoon, viola, tortilla, parmesan, spaghetti (Italian)
- Hammock, maize, tobacco, hurricane (Caribbean)
- Wanderlust, broccoli, opera, poodle, noodle, piano (German)
- Metropolis, democracy, biology, comedy (Greek)
- Cookie, coleslaw, sketch, landscape (Dutch)
- Ketchup, kung fu (Chinese)
- Utensil, catalogue, justice (French)
- Marmalade, veranda, massage, flamingo (Portuguese)
- Bamboo, orang-utan (Malay)

### *Types of Linguistic Change*

English has changed in so many aspects; from the most obvious one — vocabulary — to the subtlest one — pronunciation. Language change is both obvious and rather mysterious (Magogo, 2012). However, there are much more changes than most people know, including lexical and semantic change, syntax (grammar) change, and phonological (sound or pronunciation) change.

#### *Lexical and Semantic Change (Relation of words and meaning of words)*

Lexical change refers to a change in the use of a word or the meaning. In other words, lexical change is a generational shift of preference. This type of change is the most common change and certainly the easiest to observe. A few examples of lexical change in the English Language:

- “Courting” now means “going out with” or date (first used in 1920).

- “Fit” used to mean “being physically healthy” (first used in the mid of 19<sup>th</sup> century). It is now used to describe someone who is seen as attractive (first used in 1884), taken from BBC (2014).
- “Wireless” used to mean “radio” (first used in 1913). It now means “a form of internet without cables” (first used in 1999).
- “Pictures” used to mean “the showing of a film in cinema” (first used in 1915). It now means “paintings”, “photographs”, or “drawings” (Robinson, 2007).

According to ruf.rice.edu, semantic change refers to the evolution of a word usage. Particularly, it is when the meaning of a word is different from what it used to mean. Several examples of semantic change:

- “Awful” initially meant “inspiring wonder or fear”. This is a portmanteau of the words “awe” and “full”; a shortening for “full of awe”. Nowadays, it usually has negative meaning.
- “Egregious” initially meant something that is remarkably good, but now it means something that is remarkably bad.
- “Guy” initially meant “person of grotesque appearance”. It was then changed to refer to a male person. However, under the American popular culture in the 20<sup>th</sup> century, the word “guy” has slowly replaced the usage of “fellow”, “folk”, and “bloke”. Usually, it is used in plural form to refer to a group of people regardless of their genders.
- “Gay” initially meant “bright, cheerful” before the 1960s, but now it means “homosexual” in general.
- “Demagogue” initially meant “a popular leader”. However, it now refers to a politician who panders to emotions and prejudice. (McMahon, 1994)

#### *Syntax Change (Grammar)*

History records the evolution of English grammar (Mantiri, 2010). Syntax is the slowest linguistic change when it is compared to the other types of change. Modern English grammar or the one people use today is different from the one people used a few years ago. For example, the use of “shall” and “must”. These words are being replaced with multi-word modal forms such as “wanna” (want to), “gonna” (going to), and “hafta” (have to). Some examples of grammatical changes:

- “We shall write a letter for her” becomes “We’re gonna write a letter for her”.
- “Shall we leave now?” becomes “Do you wanna leave now?”
- “I must go right now” becomes “I have to (hafta) go right now”.

Moreover, there is an increase of progressive (continuous) voice forms usage in English language. The majority of English course books teach that stative verbs are never continuous. “Loving”, “understanding”, “liking”, and “believing” would all be considered incorrect according to well-established English standards. Despite the fact that it is not grammatically correct, a lot of teenagers still use these continuous forms of stative verbs in everyday conversations. Several examples of progressive forms of stative verbs in conversations:

- “I’m not understanding what you just said.”

- “OMG I am loving your shirt. Where did you get it?”
- “I’m not believing that the movie will be out tonight! Do you wanna go watch it?” (Krzyzewski, 2018)

In addition, the use of “get-passive” is increasing. The passive voice in English is usually formed with “to be” verb. For instance, “he was fired”, “the woman was robbed”, and “the plant was watered”. However, nowadays, more and more people are using “get-passive” form than “to be-passive” form. Take for example, “he got fired”, “the woman got robbed”, and “the plant got watered”. The rise of this “get-passive” form originally began at least 300 years ago, but it started to rapidly rise in the past 50 years (Okrent, 2013).

#### *Phonology Change (Pronunciation)*

English not only changed in word meanings and grammar, but the pronunciation of words has also changed throughout the years. Phonology has developed, creating the pronunciation which is commonly used today. Changes from the early twentieth century until late twentieth century:

In the early twentieth century,

- the vowel in words such as *cloth* and *cross* switched from being that of *thought* to that of *lot*;
- people stopped making a distinction in pairs such as *flaw* and *floor*;
- the quality of the "long O" vowel changed (*goat, home, know*);
- the quality of the "short A" vowel changed (*back, man*);
- people stopped using a "tapped" r-sound between vowels (*very sorry*).

In the mid twentieth century,

- words like *sure, poor, tour* started to sound identical to *shore, pour, tore*;
- the weak vowels in words such as *visibility, carelessness* drifted away from the sound of *kit*;
- people started to insert a t-sound in words such as *prince*, making it sound like *prints*;
- a ch-sound became respectable in words such as *perpetual*, and a j-sound in *graduate*;
- the glottal stop started to replace the traditional t-sound in phrases such as *quite nice, it seems*.

In the late twentieth century,

- the vowel sound at the end of words such as *happy, coffee, valley* is growing tenser;
- the OO-sounds of *goose* and *foot* are losing their lip-rounding and backness;
- the glottal stop extends into ever more phonetic environments (*not only, but also*);
- in certain positions, the l-sound is changing into a kind of w-sound (*milk, myself, middle*)
- ch- and j-sounds are spreading to words such as *Tuesday, reduce* (like *chooseday, rejuice*) (Wells, 1999).

### ***How It Affected the Way People Communicate Digitally***

History, politics, technology, and society have brought so many changes in the English language throughout the years. English has evolved and will keep developing in many aspects. Now, the question is, how did it affect the way people communicate digitally? The linguistic changes in English affected the way people communicate digitally in two aspects; effectiveness and range.

English is a very structured language. The structure of English can be studied in so many components – parts of speech (classes of words), semantics (meaning of words), syntax (how words are organized), morphology (how words are formed), orthography (how words are spelled), phonology (the sounds of words), lexicography (how written forms represent all of these), and so many more branches. As specified by The Language Doctors (2021), English is hard to learn because of the families of the language, rules and exceptions, words order, mixed vocabulary, and other elements. With that being said, not everyone around the world is able to learn and pick up English as their second language in spite of the fact that it is an international language. That is why the linguistic changes in English has brought many positive impacts, especially about effectiveness. In other words, the language English has been simplified.

People now can communicate with English more effectively as it is simpler than how it used to be. Syntax change made English easier to understand, especially in communications between native speakers and new learners. Semantic and lexical change made English vocabulary easier to be absorbed by new learners. Last but not least, phonology change made English words easier to be pronounced.

Supported by these changes, it is not very difficult for non-native speakers to learn English. The reason why is primarily because English learners do not have to stick with the structured rules to be understood by native speakers. To give an instance:

- “I’m not understand.”
- “You is a good person.”
- “Your welcome.”

Those sentences are all grammatically incorrect, but they are understandable because larger number of native speakers do not always follow the grammar rules in everyday conversations. Taken from Awal English (2021), considering the fact that people from all across the world at present have access to a plethora of communication channels, such as internet, radio and television with the help of which they can sit, listen, and understand English speakers body language. They will get to learn common English idioms that are used and can get a much better understanding of new words as well as phrases and their context that is a feature usually lacking in Standard English learning textbooks.

In view of the fact that it is now more effective to digitally communicate with people, the range of people learning and using English is becoming wider and wider. People all around the globe are more interested in learning English, especially through the internet where it is possible for them to interact with native speakers. Cited from Tomedes, English is the fastest growing language over the past 90 years, rising from 405,741,495, in 1921 to 1,300,569,350 a century later (Tirosh, 2021). With that being said, it is no surprise that the linguistic changes has brought so many impacts for the English language.

## Conclusion

Language change may be caused by a few factors, including political factor (campaign, human migration, and colonization or invasion of an area), technology factor (development of technology and devices), social factor (social status, generation, age, ethnicity, and gender), and foreign influence factor (introduction of new things and notions to a community). These factors brought many changes into the English language starting from the early 90s until now. The changes include lexical and semantic change, syntax change, and phonology change. The three linguistic changes in English may not be very noticeable, but they have brought positive impacts. People all around the world are now more interested in learning and using English language as it is simpler and easier than how it used to be; the reason is because these changes unintentionally simplified the English language. This structured language is easier to understand with the growth and development of the world.

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## **THE STUDY OF LINGUISTIC VARIETIES THROUGH LANGUAGE EVOLVEMENT**

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### **Abstract**

There are so many languages around the globe. Even when we searched it on google bar, we will find different results on the number of languages that exists in the world. The huge amounts of languages brought us the question of ‘how is it possible that language can be different from one area to another and how can we connect people through the language differences?’. Well, to answer this question, literacy about history and language evolvement needs to be done. As expected, the answer lies in human evolvement because the time people evolved, people traveled to other area as well. Humans journey to other continents brought to a realization that there are many languages that is different than theirs and their vernacular will not be much help to come in contact with local people of that continent. They started to use pidgins to ease the communication and when they finally understand some languages used by the locals, they finally use it as the bridge of communication and it works as the lingua franca.

Keywords: Human evolvement, Lingua Franca, Pidgins, Travel, Vernacular.

### **Introduction**

Language, a medium to connect people. People need something in communication, a speaker need connection with their interlocutor to ensure that the message is being well- delivered (Yim & Clément, 2021). Then appeared a question, what kind of connection that is possible to tie two speakers to make their communication running smoothly? Well, the answer is a language, with the existence of language people’s communication can be bridged.

The function of language as a communication tool makes language an important influence in human life (Werdiningsih, 2014). Communication will not be efficient if the language expressed is not accepted or understood by others. In this case, the expression relates to segmental and suprasegmental elements, whether spoken or kinesics, so that a sentence will be able to function as a communication tool with different messages if delivered with different expressions.

Language as functional communication acts as an instrument of communicative symbolization in human interaction. Through the effective use of language, the continuity of information delivery, disposition, and communication flow can be understood by all parties concerned. According to Mulyana (2019), effective communication produces maximum understanding from the parties concerned. Hence, the information could be received by the recipient. This is certainly the main key to achieving company goals efficiently so as to generate profits in business both materially and non-materially.

However, it is very possible for the language function bridge to be separated especially when two people within different continents are talking together. The use of language in each region varies depending on the user and the needs of the user (Linask, 2018). Language development is influenced by the suitability of culture and habits of the people around the area (Herman, 2021). This results in languages from one area and another having different outputs. Every area in the world has its own regional language or mother tongue that distinguishes it from other areas in the world (Huisman, Majid, & Van Hout, 2019). Meaning to say when an Indonesian and an Arabic are talking together, they might not understand each other because they failed to identify the meaning from language that is being uttered. From the case of people with different language and culture, another question appeared, how can language different from one area to another and how to connect people with different language in communication?

There are at least three things that we are going to discuss here. Those are vernacular, pidgins, and lingua franca. Before we dig deeper into the discussion and illustration, it will be easier if we give the context of what we are going to talk about in form of definition. This definition is intended to ease us in understanding more about the topic.

## **Method**

This research is formulated with a qualitative approach. A qualitative approach is a method that collects information about the status of an existing symptom, consists the state of the phenomena according to what they were at the time the research was conducted (Creswell & Creswell, 2018). This holistic approach examines how the influence of language development in the vernacular, pidgins, and lingua franca domains as a determinant of the development of language differences in the world. The research was formulated using a descriptive approach that is explanative. All developments and factors influencing the spread of language will be conveyed in depth in the study.

The data collection technique was formulated using a literature study. The literature study approach is used to study reading sources that can provide information that has to do with the problem being researched (Cohen et al 2018). Researchers look for research data or information through reading scientific journals, reference books and publication materials available in the library. The literature study is formulated with an approach focus to explore the basic theories and concepts that have been found by previous researchers. keep abreast of research developments in the field to be researched, as well as obtain a broader orientation on the chosen topic.

The research results will be reduced and presented in the findings and discussion. The data processing process is supported by verification through

triangulation according to Sugiyono (2017). Drawing conclusions is the final part of the data analysis carried out. With a research approach and design, the results are presented to be able to explain in detail the language development behind the language differences in the world.

### **Findings and Discussion**

This study will explain the development of language evolution from centuries, the development of communication as a lingua franca facilitator.

#### ***The evolution of language through centuries.***

Language evolves all the time. Language development is also influenced by people who speak the language and develop the language itself (Kanaza, 2020). Language is used in most human activities, in the form of human language being unable to express feelings, convey desires, give suggestions and opinions, even to the level of one's thoughts related to language (Aldawood & Almeshari, 2019; Rublik, 2017; Yue, et al, 2021). At the beginning of its development, language is used as a tool that integrates the results of communication between one individual and another (Mulyana, 2019). In this realm, two distinct types of language develop that cannot be separated from one another.

These two types of communication conceptualized as verbal and non-verbal language. Prior the invention of verbal language, people were accustomed to communicate with non-verbal language (Gross, 2010). Let's travel to the past to pick some examples that able to broaden our knowledge. Ancient human, our ancestor, used to communicate by using their hand gesture and voice signal to say something to their kinds. By the time being, they started to notice that there's a pattern in how they uttered something from their mouth and it finally evolved into a word. Along with the new inventions of words regarding how they act, tools they use, how they mention animals, and others stuffs made them aware that they need more words to define what in their surroundings and it becomes a verbal language that we know today. According to the expert, Jakobson in 1972 stated that verbal communication is the ability of human language to convey an infinite number of messages and to form and develop new concepts is based on the unique and universal properties of the verbal code. It summed up that all the words that ancient man invented, become the language that we use today's status quo.

However, non-verbal language takes a bigger role in communication. It developed more ancient than the verbal one. According to Suprpto (2006) the emergence of non- verbal languages preceded the development of verbal languages, although it is not yet known how the exact theory of the emergence and which language is the measuring point for language development in the world. Then came the idea that language develops by itself through the phenomenology of behavior and social contexts carried out by humans. Humans who communicate through non-verbal movements, such as expressions, body gestures, and others, begin to emit murmurs that are formed into words and are mutually agreed upon. The use of language led to the development of humans to repeat the articulation of verbal signs (Abdalla, 2020). This is also a point of rapid development of homo sapiens compared to other types, is that we are better able to develop a system of signs and symbols in verbal speech, associated with the existence of language. Homo sapiens evolved and socialized with creatures around, forming groups that

cause them to be organized, they have time to have fun, create innovations. Many languages developed as a medium to connect them to communicate. Their way of speaking spreads and develops into new areas where they can socialize and survive (Benítez-Burraco & Kempe, 2018; Ferretti, 2013).

This brings us to a discussion that affects the development of language, namely the area of residence and the geographical conditions of human territory. Geographical location cause language differences (Wolfram & Schilling, 2020). From the ancient human period until the invention of Boats humans are living in their own homeland because they weren't able to travel anywhere but near them due to the lack of transportation they can utilize. The gigantic range of ocean led them into shortage and luckily, the shortage let them to be creative by creating verbal language with their own version. The inability to travel to the other region made language restricted to that area, for example it used to be impossible for Korean to travel to England, so Korean will speak Korean language because they are not familiar with English as a language and vice versa. The language familiarity was resulted by the first language they acquired from their surroundings, meaning to say a child will be familiar with the language which their parents or care-taker uttered to them in daily basis. First acquired language is also known as vernacular. Vernacular is the language that is spoken by people within the same group, region, interest, occupation, political interest and others that still possesses similarity among them (Blakeley, 2021). Vernacular is the language that did not gain any official status and it is used for an informal function. The existing example of vernacular in Indonesia is Javanese, Sundanese, Sumatran language, and so on that is basically used by native people from each area.

The awareness of vernacular insufficiency to bridge people's conversation. As the invention of boats, people began to travel across the globe to find spices, knowledge, gold, glory, and to spread religion or gospel. As they found different continents and met the local people of that area, traveler also found that the locals from that area are speaking differently. Let's take Portuguese arrival in Strait Malacca as the example. In 1511, Portuguese might have problem in communicating with people from Strait Malacca as the Portuguese speak Portuguese, the people from Strait Malacca used Malay language. The language difference possessed by them called language barrier as there is a barrier that restrict two parties in understanding the message of the conversation. This happened because they have a total vocabulary on how they refer to things for example in Indonesia eat is makan while in Portuguese it is called comer. Finally, language barrier slowed them in understanding each other but both of interlocutors did not give up easily, supposedly involved pidgins in their communication to make the conversation become easier to be understood by both parties. Pidgins is a simplified language as both parties come in contact with no language in common (Manfredi & Bizri, 2019). It can be equalized with baby talk because it changed the complex structure of one language to its simplest form. What makes it more interesting is that pidgins have no native speaker because this language is only used during the happening conversation. Once the conversation is done and both groups are separated, no one will use pidgins anymore as it is not something that can be inherited.

As the time being, people were starting to gain something from each-other's language. From this case, the Portuguese might try to learn something from the Malay language to ease them in communicating with locals to complete their purpose. The conversation was running smoothly because two parties are finally understood the message in the communication. Here Malay language is considered as the lingua franca that is able to bridge the conversation between the Portuguese with people from Strait Malacca. Lingua franca is a language as a medium that is able connect two people with different native languages (Nordquist, 2020). The idea of lingua franca is basically the language that helps you communicate the best with the person whom you are talking with. According to the origin of the word, Lingua franca is an absorption word that comes from Italian. Lingua or in English Language is the same as language, while franca is association. In other words, Lingua franca is a linguistic term which means "language of instruction" or "communication language" in a place where there are speakers of different languages. The term is usually used in intermediate languages, from the words "base" or "language" and "intermediate".

Lingua Franca or it can also be called bridge language is a language that is systematically used as a means of communication between parties who do not have the same language (Pertiwi, 2019). The existence of this concept is to communicate between people who come from different language backgrounds. Lingua Franca is a language of instruction or lingua franca so that each party from a different language understands what is being conveyed. a language that is adopted as a common language between speakers who use different mother tongues. An example of Lingua Franca is English because it is widely used by the international community as a means of communication for trade, politics, science, and so on (Kita Ngatu & Basikin, 2019).

The usage of lingua franca around the globe. Let's travel further from the past and observe the example of lingua franca that existed in Indonesia first. In 1928 the second youth congress in Indonesia initiate the Idea of Indonesian language to be the lingua franca of Indonesian, then it finally gained the official status as the national language of Indonesian people. The background of why Indonesian had to point one language as a lingua franca because Indonesia has hundreds existing language and it will be impossible for us to learn one by one in order to communicate with people from another region. It will be hard for us Javanese when we want to talk with people from Sumatera for instance, they will be using their own vernaculars and we will be using ours. However, with the help of Indonesian language of our lingua franca, our communication able run smoothly and both parties able to understand each other.

### ***Lingua franca as communication facilitator***

Language development cannot be separated from the history of language itself. Whereas in the past century many areas of the earth were inhabited by people who spoke very different languages. Community groups are required to communicate for social and commercial purposes, usually using one language based on mutual agreement (Majid, 2017). Lingua Franca is a term that represents this phenomenon. Lingua Franca emphasizes the concept that language is a liaison between speakers of different languages (Kita Ngatu & Basikin, 2019). The use

of the lingua franca develops along with the development of human thought patterns in speaking their daily language.

The usage of lingua franca is more frequent in these days. Technology is starting to evolve with its advanced and sophisticated features, people can get in touch easily mere by facing their phones, laptop, computer, tablet, or other compatible electronic devices. Moreover, isn't it tempting that people are able to purchase electronic devices with a very low price in nowadays? Thus, it is very reasonable that electronic device users are increasing lately. Data Reportal in 2022, stated that by April 2022 there are at least 5 billion out of 7.9 billion people use internet every day, it means that it is more than the half of human's population access internet on their daily basis. Relating this fact with nowadays status quo, it felt as if the window to communication with people across the globe is opened wider than before. Meaning to say, technology helps to support the possibility of people in communicating with other people whom they barely know before or even with people from foreign country.

This theory is supported by the power of social media such as Instagram and Twitter that can connect people from any parts of the world, slightly through the direct message feature. A case point, there are two people from different continents who are coincidentally having the same hobby, photography. One from Japan and one from Arab. The Japanese admire the photo from the Arabian, he wants to complement it. However, there is one thing that hinder the conversation to happen. The thing is that he does not understand Arabic language at all. Rather than making mistake, the Japanese felt that he should use other language to build the bridge between them and so he decided to communicate his feeling with English language as he supposes that the Arabic is able to understand English. After receiving the Japanese's direct message, the same case goes with the Arabic, he answered it with English language to make the conversation runs smoothly because he does not understand Japanese as the language. See, the case here is that English works as their lingua franca simply because they do not understand each other's vernacular.

### **Conclusion**

Language does evolve from time to time. At first people start to create their own version of language due to the lack of transportation they can use to communicate with people from another area, the creation of one language for one region is known as vernacular or the first language that certain group possessed. Then after people getting smarter and easier transportation invented people start to notice that they need other languages beyond their own vernacular in order to communicate with people from different continents. At first, they didn't have idea how the other language sounds like so they use pidgins to help them in understanding each other. However, by the time they are starting to learn the language that is possible to help them speak with each other and nowadays we know that as lingua franca. That's how language evolved from time to time.



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## **THE IMPLEMENTATION OF CODE-MIXING USED BY COLLEGE STUDENTS ON SOCIAL MEDIA**

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### **Abstract**

Language has an important role in a society to communicate with other people in a daily life. Moreover, language can be used in a real world and virtual world such as social media. This leads to the research of code-mixing in relation to sociolinguistics. This research focuses on the code-mixing in Indonesia-English and English-Indonesia language. This research aimed to explore and describe the reasons and types of code-mixing used by college students. The research question was formulated as follows: how the implementation of code-mixing used by college students on social media. This research was a qualitative study which is done to find out a phenomenon deeply. It involved 5 people from the college students in university. The data were obtained by using an interview. The results showed that the college students want to show off that they have knowledge and mastering many languages. Furthermore, the college students used code mixing because they kept up with the times and technology to make them look more trendy and stylish.

Keywords: code-mixing, college students, social media

### **Introduction**

In the sociolinguistic phenomenon, there is a language, society, and relationship between language and society (Romaine, 2000). Another use of sociolinguistics is in the field of communication. The point is that sociolinguistics will provide guidelines in communicating by showing what language, language variety or style of language one should use when talking to other people. In this day and age, language continues to grow and the use of social media continues to increase. Since English is an international language, the use of English in everyday life is not a foreign thing. Existence of social media, sparked a new style of language in digital communication tools (Meliani, Ratminingsih, & Mahendrayana, 2021). This is because there are many positive impacts obtained from the use of social media (Self-esteem and social media, n.d.). Moreover, social media can facilitate interaction with many people, expand relationships, distance and time are no longer a problem, it is easier to

express relationships, distance and time are no longer a problem, it is easier to express oneself, information dissemination can take place quickly, and costs are cheaper.

According to the data, the number of social network users in Indonesia has reached 191.4 million (Kemp, 2022). The number of active social network users in Indonesia was 191 million people in January 2022. This number has increased by 12.35% compared to the previous year which was 170 million people. Social media is an online media that occupies social interaction. Social Media uses web-based technologies that turn communication into interactive dialogue. Several types of popular social media sites today include WhatsApp, Instagram, Twitter, Facebook, TikTok, Youtube, and many else.

In this modern era, there is no significant difference between social media users in urban and rural areas. Social media users in urban areas are slightly higher than in rural areas. This is because rural areas prefer to interact directly rather than online. However, it is possible that the development of social media in rural and urban areas has progressed (n.d., 2015). It can be seen that the majority of Indonesian people in urban and rural areas access the internet to use social media.

The use of social media is truly not limited by space and time. Therefore, everyone can use social media from children to the elderly. In fact, several applications from social media are designed as learning media and games based on learning English (Cambridge, n.d.). Social media is a platform for students to continue to hone their skills in English. It is not just reading and listening, students can immediately practice pronunciation when using social media (Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020). Young people, especially college students, will continue to be exposed to these technological advances. With the times that continue to develop, this social media will also be more productive with English. So, the impact of social media is to hone English skills for everyone (Akram & Kumar, 2017).

It can be seen that in this modern and growing era, technology and social media are increasingly sophisticated. This can foster a high understanding and interest in English, especially through social media. English is an international language which can change the mindset of a human being to be more advanced (Sharifian, 2019). It makes the students want to learn more and in depth about the English language. Then, by continuing to learn and use English on social media, students make this a habit. The college students continue to use code-mixing in conversation in real-world and digital communications. This code-mixing has become a trend and a thing that is usually done by people in this day and age. According to (Sukrisna, 2019), code-mixing is a natural thing and is usually done by young people, especially college students. Universities are no stranger to the use of English. However, it is undeniable that we are in Indonesia, which means that most of the language that will be used is Indonesian. So, the use of code-mixing between Indonesian and English is a natural thing.

### ***(Language)***

Language is a social communication tool in the form of a sound symbol system produced from human speech. Humans as social beings need a means to interact with other humans in society. Therefore, a communication tool called language is needed for social interaction. According to Permendiknas Nomor 22

tahun 2006 (Regulation of Minister of Education Number 22 in 2006) on Standard Content of Primary Schools, it acknowledged if Language plays a fundamental point of intellectual, communal, and emotional development of students. Language is a part of human ability and human ideas (Chomsky, 2002:1).

***(Sociolinguistics)***

Sociolinguistics is a combination of two sciences, namely sociology and linguistics. This science explains the human ability to use language rules appropriately in different situations. In general, the function of sociolinguistics is to study the variety of languages, word choice, and use of words that are appropriate to the situation, conditions and various other factors of the interlocutor, in order to avoid inefficiencies, misunderstandings, and various other language problems. Sociolinguistics provides knowledge on how to use language between interpersonal and society (Wolfram, n.d.).

***(Code-mixing)***

Code-mixing is a phenomenon that causes the transition of one word from one language to another in one sentence. Code-mixing does not depend on the situation of the speaker in the conversation. Code-mixing has several forms such as the insertion of words, phrases, idioms/expressions, and so on (Hairennisa, 2018). Two languages can be used simultaneously in language processing. This is caused by the inability of the speaker to inhibit the naming of words that appear in different languages. code-mixing means that the inserted language is used. For example, inserting Indonesian words in English speech (Muysken & Muysken, 2000).

In fact, code-mixing is a natural thing for everyone to do. No age or education restrictions. This is because with code-mixing, everyone can learn and get to know new vocabulary (Veronika, 2018). The choice of code-mixing can be triggered by several things such as the interlocutor, the topic of conversation, the atmosphere, the realm, and so on. On social media, there are a lot of types of code-mixing. Since Twitter is a platform for sharing sad stories and laughter, then Twitter users do code-mixing to emphasize the intent and message of the thread created (Nabila & Idayani, 2022).

***(Social Media)***

Social media is a medium to socialize with each other and is done online which allows humans to interact without being limited by space and time. Over time, social media and technology will continue to develop and become more sophisticated (Carr & Hayes, 2015). For college students, social media plays a very important role and benefits. Social media allows students to interact with people all over the world, and also they get extraordinary knowledge from it. The college students will know the various cultures that exist in the world. This includes culture, traditions, language, lifestyle, food, customs.

**Method**

In this research, the researcher uses a qualitative method. Qualitative research is an approach that emphasizes the aspect of in-depth understanding of a problem

rather than looking at the problem for generalization research (Hennink, Hutter, & Bailey, 2020). The researcher wants to conduct exploration of the object of research. Qualitative research obtained the data which develops theory, describes reality, and social complexities (Morse, 1994). Hence, this research will be more detailed and in-depth because this research focuses on quality. The results of the study can describe a realistic view of the social world that has been experienced by the informants, where this cannot be measured numerically.

The researcher conducted this study using theories that were supported by literature review and also in-depth interviews to collect the data. Data collection was carried out by the researcher, then the researcher analyzed the data to obtain research results. The researcher will discuss and focus on how the implementation of code-mixing is used by college students on social media.

Firstly, the researcher conducted interviews with 5 students from English Language Education Study Program and outside English Language Education Study Program students. Then, the researcher discussed starting from the introduction of code-mixing to the application of code-mixing on social media. After that, the researcher categorizes the data, namely the processing of qualitative data by sorting the data. For the next step, data presentation is to make an explanation of information in the form of descriptive. The last one is data verification and conclusion, the process of analyzing data to make conclusions or verify data findings.

### **Findings and Discussion**

Based on the results of the data obtained and its processing, the researcher found the results as follows: **How the implementation of code-mixing used by college students on social media.**

The researcher analyzed the result of this research using a qualitative method. The researcher used a criterion based on (Hammarberg, Kirkman, & de Lacey, 2016), not all data can be calculated and also measured. There is data that involve the researcher needs to understand the meaning and intent of the phenomenon. The reason the researcher chose the qualitative descriptive research design was because the researcher wanted to describe the situation that would be observed in the field more specifically, transparently, and in depth. Moreover, the researcher wants to identify phenomena in detail, not just measurements (Hancock, Ockleford, & Windridge, 2001).

The researcher has two respondents from the English Language Education Study Program and three respondents outside from the English Language Education Study Program. The data of the interview showed clearly that 5 college students agree that using code-mixing is very familiar on social media. The result from the analysis showed that 5 respondents on the interview already implement code-mixing on social media to communicate with other people. This means that the use of code-mixing for college students in Indonesia is not something strange and foreign. Moreover, the results of the study show that Indonesian language learners will continue to use code-mixing as an affirmation of a spoken word.

#### ***(Getting to Know Code-mixing)***

In general, they all understand and already know about the use of mixed languages in conversation. However, they just found out that it is called code-

mixing. EA and MD, as the respondents of the interview, recognized that code-mixing is combining Indonesian and English. Meanwhile, NN and MW said that code-mixing is an insertion of another language between one of the dominant languages. Likewise, AD said that code-mixing is combining one language with another. She also gave an example that South Jakarta people usually mix Indonesian and English. Another example is english-spanish.

All of the respondents have a good understanding that code-mixing is the insertion of language used when talking to other people in the real world or in a virtual world. Code-mixing is common for students. The habit of listening to other languages can cause recordings in the brain that can result in the use of code-mixing (Simatupang & Sunari, 2021).

### ***(Reasons College Student Use Code-mixing)***

EA assumes that students use code-mixing because of prestige. Nowadays, technology is increasingly advanced and many applications and knowledge are obtained using English. Therefore, most people combine their way of speaking to keep up with the times and look awesome. According to MD, the world of university cannot be separated from English. That is, every course must involve English. Therefore, MD stated that students are accustomed to using English and find it enjoyable to use it. However, with less knowledge of grammar, they mix it up with English. This is what causes code-mixing to become a trend among college students.

Whereas, NN said that college students use code-mixing because all the materials and e-books given are mostly in English. It is this exposure and style that creates a habit for college students using code-mixing. Moreover, NN stated that using code-mixing on social media will look more slang and keep up with the times. Different from MW, he said that college students use code-mixing when speaking with the aim of making it easy to understand and adapting the way they communicate with other people. Social media is a platform that gives freedom to communicate. Therefore, MW explained that the use of code-mixing in digital communication will increasingly show the function of social media.

Last but not least, AD stated that most college students use code mixing because of the current development. They just feel cool when they talk using code-mixing. Moreover, they feel superior and have a statement that means that they study English. However, by using code mixing, college students know English from a sentence or a few words. In fact, this is also good, because indirectly, students are self-taught or not spontaneously and learn independently from the times. AD also explained that the development of the times can affect language change. This makes many people create and change their own language techniques and speaking styles.

Through the times, code-mixing is a common phenomenon in today's generation. Precisely this matter of language mastery shows that the individual has advantages in communicating and speaking (Hall, & Nilep, 2015). Since code-mixing is a habit, many people don't realize that someone is speaking by mixing several languages. This happens naturally and not because of feelings made up (MasterClass, 2022).

### ***(Frequency of Using Code-mixing on Social Media)***

According to EA, Tiktok users have a high frequency of talking using code-mixing. EA mentions that people enjoy watching tiktok because the content contains videos and music that can be enjoyed so it's not boring. The videos on TikTok are very diverse and often use code-mixing. Not only Indonesian and English, but also Javanese, Chinese, and Thai languages. Thus, EA felt that she could continue to learn another language because her brain was constantly recording the words from the video that she watched.

In contrast, MD feels that the frequency of social media that uses code-mixing more often is WhatsApp and Instagram. In a real situation, MD always chats with his friends and relatives using code-mixing on WhatsApp and Instagram. This is because he studied Latin. So, he wanted to show off that he could speak another language. Similar to MD, NN also uses code-mixing to chat with friends on WhatsApp. According to him, using code-mixing can make him feel superior to others because not everyone can use code-mixing or understand more than one language.

MW also said that WhatsApp is a social media platform with a high frequency rating that uses code-mixing. He usually uses code-mixing when chatting with his friends via WhatsApp and Line as a digital communication. He also often reads the home page on Facebook using code-mixing. He really enjoys it because it can add new knowledge and vocabulary for him. However, MW feels that WhatsApp is the most common social media that can be used for code-mixing applications.

In AD opinion, she stated that Instagram and Tiktok are platforms for using code-mixing. However, Twitter is still the most superior platform for using code-mixing.

### ***(The Implementation of Code-mixing on Social Media)***

EA said that the most frequent social media is TikTok because someone doesn't need to think about aesthetics, neatness, and so on. Tiktok is really free to upload content without restrictions on topics, languages, titles, and much more. An example of implementation on tiktok is by creating tiktok content. For example, making daily conversation, giving advice, emphasizing something using code-mixing so that the message in the video can be conveyed. However, MD said that almost all chats on social media must use code-mixing. Today's young people, especially those who are familiar with the world of university, will not be able to escape code-mixing because it has become a habit to mix one language with another. In fact, MD himself often uses code-mixing to emphasize messages on WhatsApp and direct messages on Instagram.

NN explained that the application of code-mixing in digital communication occurs when on twitter. The freedom to create threads on twitter causes college students to be more flexible and enjoy sharing their feelings and venting about social media. Direct messages on twitter are also more convenient because they are not piled up with class groups and events at university. In contrast to MW, he said that code-mixing can occur by adjusting the interlocutor or changing to the main language. So, he will adjust the interlocutor then code-mixing can be applied to his conversation.

For the AD opinion, she said that the application of code-mixing occurs when talking to friends who have the same frequency or to the same circle of friends



using code-mixing to chat with each other. Moreover, this usually happens on twitter when someone wants to retweet or reply to a message.

According to the research conducted by A, 2019 proves that the use of code-mixing on social media can aim to arouse netizens' interest in deepening their English skills. Moreover, the influencer wants to show that English is very important to learn, especially because English is an international language (Sutrisno & Ariesta, 2019).

### **Conclusion**

Humans are social beings who must interact with each other in fulfilling various needs of life. Therefore, humans cannot possibly live alone without interacting with other people. Language is one of the most important elements that affect human life and culture. Language is a human communication system that is expressed through the arrangement of sounds or written expressions that are structured to form larger units, such as morphemes, words, and sentences. Language forms social interaction and social interaction forms language. In fact, sociolinguistics is the study of the relationship between language and society and the way people use language in different social situations. Moreover, most people often use other languages to communicate. This is what is commonly referred to as code-mixing, namely language switching events. Code-mixing has often happened in the real world and virtual world such as social media. The results of this research obtained the data that the respondents of the interview stated that using code-mixing especially on social media can make them look stylish and smarter. The implementation of code-mixing is carried out by college students through social media and the most frequently used is chatting with friends through WhatsApp and creating threads on twitter.

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<http://e-conf.usd.ac.id/index.php/ucpbi/UC>  
Undergraduate Conference on ELT, Linguistics and Literature  
English Language Education, Sanata Dharma University, Yogyakarta

## **UNDERGRADUATE STUDENTS DIGITAL LITERACY IN SOCIAL INTERACTION AND THEIR FUTURE CAREER PROSPECTS (A CASE STUDY OF COMMUNICATION SCIENCES STUDENTS IN ACEH)**

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### **Abstract**

The development of digital media and technology makes it easy for users to access, select, and utilize information needed for their life. However, the development of advanced technology encourages changes in the concept of literacy it self. The younger generation who lacks knowledge about digital competence, of course, poses a risk for the younger generation themselves to be left out in the competition for jobs, democratic participation, and social interaction. The purpose of this study was to determine the relationship between digital literacy in social interaction with the future career prospects of undergraduate students. This study uses a quantitative method with a correlation approach. Data was collected through a questionnaire. Analysis data shows that there is a significant relationship between digital literacy in social interactions with futue career prospects. This finding ahows that digital literacy is very important for students in interacting. In addition, good digital literacy skills can have a positive impact on students future careers.

Keywords : Digital literacy, Interaction social, career prospects

### **Introduction**

The development of digital media and information technology makes it easy for users to access, select, and utilize information as well as the ability to browse the information needed by its users. This ability is often referred to as digital literacy, not just reading and writing digital literacy more than that. Digital literacy has become a part of human life from prehistoric times to today's technologically advanced era. The development of the internet is part of digital literacy, namely the use of technological devices. Mastery of literacy in students is very important and able to support the competencies possessed by students.

Digital literacy is important to participate in the modern world, in today's modern world all aspects are related to digital. The younger generation who lacks mastery of digital competence is certainly at risk for the younger generation themselves to be left out in the competition for jobs, democratic participation, and social interaction. Digital literacy will create a society with a critical and creative mindset and view, so it can be concluded that digital literacy skills have an important influence on student success, especially when competition is so fast. Good literacy skills will help students understand and sort out information, whether spoken or written.

In the world of education, students are one of the consumers of information users. The information needed is not only through print media, the internet is also used to obtain information in a free format, namely digital. Information presented by the internet such as weblogs, websites, or mailing lists, social media. But in general, what happens is that students often use social media to access, and provide information as well as in interacting.

Digital literacy is an individual's ability to understand, access, organize, communicate, integrate, evaluate, and create information using technology appropriately and safely (Unesco: 2018). From Unesco's explanation, students are not only required to access information but also must be able to use technology safely and appropriately.

Sarwono & Meinarno, social interaction is a reciprocal relationship that influences each other. Therefore, social interaction is the main key to the occurrence of social activities. Humans as social beings, of course, cannot live without other humans, because humans are classified as individual creatures or social creatures.

Understanding prospects Paul R. Krugman (2003) says that prospects are opportunities that occur because of a person's efforts to fulfill their needs and also gain profits. Meanwhile, according to Siswanto Sutejo (1945) suggests that the prospect is an overall picture of both opportunities from future marketing activities that have a relationship with the uncertainty of marketing or sales activities.

## **Method**

The research method used to conduct this research is a quantitative method. Quantitative method is to examine the population or sample. Data collected using instruments or measuring instruments, then only analyzed with statistics. The results of quantitative research methodologies in the form of hypotheses, statistics, and instruments are usually found through surveys, survey methods are used to obtain data about the characteristics of something and experiments, experimental methods are used to determine the relationship of the independent variable to the dependent variable under controlled conditions (Sarwono: 2006).

This quantitative research uses a correlation method approach, the correlation method is to determine the relationship between two or more variables (Hidayat A. 2012). During the research the researcher will collect the data that is generated through these variables, then to determine the relationship between the variables. In accordance with the purpose of this study, this study was conducted to determine the relationship of digital literacy to student social interactions and future job prospects.

The research that will be conducted is located at Teuku Umar University Communication Studies Program, which is located at Jln. Alue Peunyareng. The population of Teuku Umar University Communication Science students is 454 students, using the Accidental Sampling technique, which is an accidental sampling technique. This study will take samples of people who happen to be met when the researchers are in the field. Researchers will examine Teuku Umar University students, researchers only distribute questionnaire links to Teuku Umar University students and then assign samples to anyone who fills out the questionnaire without having to look at age, gender, and class.

Due to the limited time and also the researchers only took a small sample. Therefore, to determine the number of samples, researchers used the Lemesshow formula or often called the Slovin formula. From the sum of the formulas, the sample in this study was 82 students. The research sample used a questionnaire system with 82 respondents, the questionnaire was distributed by way of a direct visit to the University of Teuku Umar, Communication Studies Program. Collecting data using a Likert scale and using SPSS version 23.0.

### Results

The purpose of this study is to answer the question of whether there is a significant relationship between social interaction and future job prospects with digital literacy. The results of the Pearson correlation test show that there is a statistically significant relationship between social interaction and future job prospects with digital literacy. Table 1 below shows the results of the correlation test.

**Table 1. Test Pearson Correlation**

	Social Interaction	Future Career	Digital Literacy
Social Interaction Pearson Correlation	1	.677**	.701**
Sig. (2-tailed)		.000	.000
N	82	82	82
Future Career Pearson Correlation	.677**	1	.743**
Sig. (2-tailed)	.000		.000
N	82	82	82
Digital Literacy Pearson Correlation	.701**	.743**	1
Sig. (2-tailed)	.000	.000	
N	82	82	82

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

Based on the output of IMB SPSS Statistic version 23.0 above, it can be seen that the variables of social interaction and future job prospects are correlated because they have a sig (2-tailed) value of 0.000, which means  $< 0.05$ . For social interaction variables with digital literacy variables also have a correlation because the value of sig (2-tailed) is  $0.000 < 0.05$ . Finally, there is a correlation between job prospects and digital literacy variables because the value of sig (2-tailed)  $0.000 < 0.05$ .

The correlation value between social interaction and digital literacy is 0.701. Because this coefficient value is in the interval between 0.60 – 0.799, it can be concluded that the correlation between social interaction and digital literacy is in the strong category. While the correlation coefficient between job prospects and digital literacy is 0.743, the value is at the interval 0.60 to 0.799, it can be concluded that the correlation of future job prospects with digital literacy is strong.

### **Findings and Discussion**

During the study, the researcher submitted several prepared statements regarding the respondents' expectations about the relationship of social interaction and future job prospects with students' digital literacy skills. Based on the results of the questionnaire data that has been filled out by 82 respondents of Communication Science students at Teuku Umar University, WhatsApp is the most widely used application by students to find information whether it is related to scholarships or looking for work opportunities and social interaction. This is evidenced by the results of filling out questionnaires that students do where 85.3% of students answered agree on the statement of ability to find information related to job prospects and conduct social interactions, and only 14.6% of students answered disagree.

Not only have high abilities in finding information and interacting, Teuku Umar University Communication Science students also evaluate information related to work or scholarships and other information, this is evidenced by the respondents' answers in the statement section evaluating information before disseminating as much as 12.2% who disagreed with the statement however, 87.9% of students evaluated the information before distributing it.

### **Conclusion**

Based on the results above, it shows that the relationship between students' digital literacy in social interaction and future job prospects is categorized as strong. The comparisons that resulted from the 3 types of questionnaires that were made also obtained satisfactory results. However, not all of the respondents' responses were satisfactory, there were also those who did not agree with the statements in the questionnaire.

Digital literacy has a relationship with social interaction and future job prospects, this is evidenced by the results of tests assisted by the SPSS version 23.0 program using the product moment test, from the results of tests conducted by researchers between digital literacy variables and social interaction that are correlated because they have a value. sig(2-tailed) of 0.000 which means  $<$  from 0.05. While the digital literacy variable with job prospects also has a correlation because the resulting value is  $0.000 < 0.05$ .

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## EXPLORING ENGLISH TO SUPPORT THE SKILLS OF PUBLIC HEALTH WORKERS

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### Abstract

Public Health is a field of science that studies improving the quality of public health and prevention related to humans, the environment, and disease. Public Health Sciences takes actions aimed at promoting (improvement) and preventive (prevention) of sick people from getting sick. Learning English is an asset for health workers, especially public health workers. Communicating in English is an opportunity to develop and improve skills to answer various challenges in their professional world. This study aims to improve English language skills for prospective public health workers. This study uses a literature review method using validated sources. English in public health includes the skills, namely listening, speaking, reading, and writing. The sub-skills of pronunciation, fluency, and vocabulary mastery are also beneficial. We expect that students as potential public health workers have high English mastery. It is good if Public health workers can apply skills in communicating well in providing services to patients who are foreign nationals or guests from world health institutions.

Keywords: English mastery, public health

### Introduction

English skills in the era of globalization are a must. It can be an additional value. Learning English has started to be given at Elementary School, Junior High School, Senior High School to College level. Likewise, students who take the Health study program are non-English students. Paramedics such as doctors, nurses, midwives, and community health workers must master English as an international language. It is because there are many medical devices in English, how to operate them, and meeting various patients who speak English. That is one proof of the importance of mastering English. English courses are one of the

compulsory subjects. According to Sinaga (2010), the ability to speak English can support success in a career in the world of work. Teachers awareness in providing authentic material as well as assessment are essential in increasing the quality of the learner communication skills in English (Wijirahayu & Rokhmani, 2021).

In the learning process in higher education, public health students must have good reading interests and habits. That will help them in the process of actualizing their insights. Considering the development of health sciences is published globally in English. Health workers should also master technology in the health sector and take part in the world of international health (Jumaroh, 2021).

Another study on reading habits reported by Soliman and Neel (2009) at the Medical College of King Saud University described the reading habits of students who are also prospective health workers. The study shows that students' reading habits are not very good, especially since the reading materials of these students are generally only bound to textbooks used in the learning process in universities. Values in reading texts could be interesting topic for the millennia to be part of the discussion in higher education (Wijirahayu & Muliya, 2022)

According to Dornyei in Sukmawati's research (2020), there are several factors influencing the learning process in foreign languages talents, interests, motivation, learning styles, personality, learning strategies, beliefs of the learner, and so on. Teachers beliefs and strategies in using authentic material and creativity suitable to the situation especially in virtual learning could sthreghten the students confident in expressing ideas in English (Wijirahayu, 2022). This study was in line with Lee's (2016) opinion that English learning materials following the learner's field of study will be beneficial to prepare them to face job competition.

According to the National Agency for the Placement and Protection of Indonesian Migrant Workers (BNP2TKI), many countries in the Middle East, Europe, North America, Asia, Africa, and America require workers from Indonesia. However, these nurses/medical personnel in Indonesia have to compete with a medical professionals from overseas who are fluent in English. Since English is a global communication language, it is also essential for public health workers.

## **Method**

The design of this research is Literature Review. A literature review examines critically reviews knowledge, ideas, or findings contained academically and formulates theoretical and methodological contributions to particular topics. The nature of this research is descriptive analysis, namely regular decomposition of the data obtained, then understanding and explanation are given so that it is readable.

The articles or journals that meet the inclusion and exclusion criteria are for further analysis. This Literature Review uses literature published in 2015-2022, accessible in full text in PDF and scholarly formats (peer-reviewed journals). The criteria for the journals reviewed are research journal articles in Indonesian and English on the subject of public health.

## **Findings and Discussion**

A person's ability to communicate using a foreign language, especially English global competition, has become a necessity as an international language.

It is one of the few life skills that someone must master if they want to develop and have competitiveness in global business. English is no longer only a compulsory subject or subject in schools but also an asset for someone to face competition. The ability to communicate in English for medical personnel such as doctors, nurses, midwives, pharmacists, and public health is demanding to compete in the era of globalization. The ability of a public health worker to communicate using English will also increase added value and open up opportunities for careers in workplaces that are considered more prestigious, even opening career opportunities abroad.

Face the global business is the goal of reading several articles or journals in English. Competent public health personnel must understand health terms in English to produce community health workers in terms of theory and practice. Public health workers can apply skills in communicating well in providing services to patients who are foreign nationals or guests from world health institutions. There are several things that public health workers can do to improve their English skills. Habit of reading could reduce the anxiety in English writing (Wijirahayu & Kamilah, 2021).

#### ***(English language training for public health workers)***

English in the world of public health is used to communicate with patients, the community, and fellow professionals in the medical environment. The purpose of this English training is to help public health workers in speaking English to communicate in their work as well as possible and develop career opportunities, such as public health workers who will work abroad. The material from this training includes self-introduction, asking questions at the time of patient admission, giving directions in hospital facilities, explaining health education, explaining disease prevention, convincing patients, persuading and calming patients, medical terminology, etc.

The language functions studied include asking for information, explaining goals, instructing patients, calming, giving warnings, and advising. This training carries the international curriculum from Cambridge. This curriculum is in international schools in Indonesia. Meanwhile, several benefits are promising.

1. The ability to communicate in English in a medical environment.
2. Increasing vocabulary related to the medical world, especially those that are often used by other health workers.
3. Developing a confident attitude in communicating using English.

#### ***(Intensive English Program (IEP))***

Eva et al. (2019) stated the Intensive English Program (IEP) had a significant impact. The average vocabulary ability of students also increased after the implementation of the Intensive English program. The increase is in the average value of vocabulary ability from 1.4881 to 2.2500 or 0.7619. A positive impact of the habituation in the Intensive English Program (IEP). Activities such as drilling and conversation in large portions can improve students' vocabulary mastery.

In addition, the Intensive English Program (IEP) applies to learning that involves four skills, speaking, listening, grammar and vocabulary. The material is suited to the needs of students.

### ***(English for Specific Purposes (ESP))***

Syukur et al. (2019) exposed the implementation of English for Specific Purpose (ESP). It explained that most students considered that they lacked speaking. Speaking is a productive skill that is sometimes considered a skill that can show the extent of a person's level of English proficiency.

Speaking, Writing, Reading, and Listening skills are equal language skills. These four skills are Integrated Skills in learning English. Therefore, ESP teachers must determine the focus of teaching on skills that required more in-depth handling and discussion in class.

Determination of learning objectives based on needs analysis is to determine the needs of learners. It is to provide them with English language materials that can accommodate these goals. Teachers' creativity in developing the material is important to support the learners achievement (Wijirahayu, Priyatmoho & Hadiyanti, 2019). The material used must be for the students to graduate and work. It is suitable for their working life (Chovancova,2014). Ellis in Chovancova (2014) added that the development of teaching materials must consider authentic materials that reflect their profession. So ESP doesn't just teach English without context in it.

### **Conclusion**

Public Health is a field of science that studies improving the quality of public health and prevention related to humans, the environment, and disease. Public Health Sciences takes actions aimed at promotion (improvement) and preventive (prevention) of sick people from getting sick. The mastery of English is beneficial for public health workers. It is for them to communicate well in providing services to patients who are foreign nationals or guests from world health institutions.

A person's ability to communicate in English in this era of global competition has become a necessity for all. English as an international language is one of the few life skills that everyone must master if they want to develop and have competitiveness in global business. To improve skills for prospective public health workers for a long time, such as participating in English language training, participating in the Intensive English Program (IEP), and implementing English for Specific Purpose (ESP) for health colleges, especially for public health.

Vocabulary learning is related to speaking activities, yet the learners' needs for English courses are vary. The needs analysis is not only the initial process of ESP development but also an evaluation of the ongoing process..

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## STUDENTS' PERSPECTIVE ON USING CANVA IN ENGLISH CLASS IN SMP PARMADI YUWANA BHAKTI

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### Abstract

The rise of the digital learning trend signifies the urgency to establish novelty in the classroom since it offers media platforms to serve varieties instead of redundantly utilizing conventional methods. One of the concrete digital learning implementations is using Canva. Canva is a popular platform to design that provides features to create interesting visual works. Canva can be optimized to perform up-to-date ways to learn English. This research aims to clarify the mentioned phenomenon by figuring out students' perspectives on using canva in SMP Pamardi Yuwana Bhakti, Jakarta, grade nine. The researchers applied the qualitative descriptive method to analyze the data by showing a poster created using Canva. The result of this study indicates enthusiastic acceptance, namely the attractiveness of Canva, increased creativity, and appropriateness to be offered in English classes.

**Keywords:** Canva, digital learning, English class

### Introduction

Nowadays, people are the part of humans who live among rapid technological development. That is without exceptional students. Therefore, it is not doubtful that students are close to the technology involved in the learning process (Rahman Hz & Daulay, 2021). The advancement of information and communication technology engages with English Language Teaching (ELT) in the 21st century. Owing to the current atmosphere in English language teaching, Klimova, Salehi, and Salehi support the idea of accessible online resources, digital devices, and social networking for learners (Nugroho & Triana, 2021). As digital experiences are opened in today's time, the new mission considers the potential use of technology for language learning.

Although the acknowledgement of utilizing technology is becoming resolute as time goes by, this hands new challenges for teachers. It is known that the new generation emerges as the representation of a demand to adjust to a new generation. The new generation reflects the rapid development in the digital era. Emerging students are not always on the same page with teachers that are considered to have a different generation (Hashim, 2018). As a result, it is undeniable that digital experience becomes the priority in the education system. That is how teachers are

challenged to adapt to the new change. They are required to expand their knowledge about bringing up digital experience in students' learning activities. So, the challenge conveys a suggestion to make digital use interesting for classroom activities.

In this case, writers address the importance of digital exposure for students by highlighting the use of Canva. The idea of taking Canva as the priority is inspired by three theoretical frameworks namely digital literacy, digital learning, and learning media. This research aims to clarify the student's perspective of utilizing Canva as learning media. By clarifying the phenomenon in the reality, asking students' perspectives on using canva in English class is necessary.

### ***Digital literacy***

Digital literacy has developed over the years since the advent of technology and the internet which requires people both individually and in society to use it in all aspects, including education. To understand digital literacy implementation, two definitions are taken to demonstrate its actualization. Fu (2013), as quoted by Reddy, Sharma, Chaudhary (Reddy et al., 2020), digital literacy is a set of abilities that 21st-century persons need to use digital resources to help them achieve their goals in their daily lives. Concerning dealing with 21st-century dynamics, Martin (2006) reveals that a person can cultivate awareness, and attitude, and advance the ability to use digital tools and facilities appropriately. Besides, men are able to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others in the context of specific life situations to enable constructive social action; and to reflect on this process is defined as digital literacy.

Digital literacy requires competence. The competencies to carry out digital literacy are presented in three states or levels of digital literacy engagement. Each level of digital literacy engagement offers different complexity. The most basic criterion is digital competence involving digital-related knowledge, understandings, attitudes, and abilities. Once people have mastered the understanding, they are eligible to explore the next level or show how it works in life. So, the next one is the application of digital competence inside specific professional or domain settings, resulting in a corpus of digital usages peculiar to a person, group, or organization that becomes part of the community's culture. Users generate digital literacy by bringing digital competence and knowledge related to their profession, domain, or another setting to the table. Finally, the real mark of competence is digital transformation. People can transform something after the digital usage generated enable innovation and creativity while also stimulating considerable change inside the professional or knowledge sector(Martin, 2006).

Setting up a digital literacy environment does not happen overnight. Components can be the tool to make digital literacy a reality. Belshaw (2011) in Dudeney and Hockly (2016) outlines eight key components of digital literacy;

#### **1. Cultural**

This relates to an awareness of the many digital contexts we may encounter online, ranging from more traditional, structured surroundings like school virtual learning environments to less structured spaces.



2. Cognitive  
Instead of giving a spotlight on technology tools, the focus here is on cognitive ability and critical awareness; the cognitive element is concerned with critical appraisal of media and media sources, with the goal of helping learners develop strategies to see nuance where they previously saw dichotomy.
3. Constructive:  
The constructive component relates to a more participative and collaborative attitude to material, as well as the idea of creating something new.
4. Communicative  
It is evident that most of what people do online involves some form of communication, especially as people get more into the production side and interact with the contribution portion of network settings.
5. Confident  
A sense of confidence and well-being mediated by technology; confidence born of the capacity to take a step back, undo acts, and do them again; confidence inspired by working in secure workplaces where experimentation is encouraged and 'learning by doing' is the norm. It might be the ability to use technology rather than being used by technology.
6. Creative  
The creative aspect refers to comprehending and defining new methods of learning, information acquisition, and experience. It is directly related to risk-taking and learning to put new tools to work for us in order to attain new goals and achievements.
7. Critical;  
In this component, people must assess the ability to evaluate, tag, and curate the materials that come people's way, as well as comprehend users at a rather deep and critical level. Eight is civic; when technology improves connectivity and communication, it also encourages civic involvement and the creation of a "civil society.
8. Civic;  
As technologies afford better connections and communications, they also encourage civic action and the development of civil society

### ***Digital learning***

Jay Cross states digital learning applications can be related to internet-based training, web-based training, online learning, distance learning, and network learning. Without the absence of digital learning identity suggested by Cross, Helzberger puts additional and important points like the availability of digital media along with teaching methods to increase student retention as well as accelerate teaching effectiveness. Apart from two definitions shown in the study, ASTD (American Society of Training and Education) defines digital learning as what formulates the process of learning applied to technology-based media (Lin et al., 2017).

The existence of digital learning promotes intense computers and networks used for establishing learning situations. Learning situations in the digital environment are divided into two parts namely synchronous and asynchronous learning to lessen the sense of restriction on time, location, and schedule. Not only

that digital learning reveals how progressive technology is development, but also the support of learning without boundary.

From the expert's idea on digital learning, everyone can grasp the main characteristics of digital learning. Align with what the experts say, Setiawan et al. (2015) exemplify the mark of digital learning. They are focusing on optimizing electronic technology, self-learning materials, and taking advantage of digital media. However, studies found underline the "computer" shapes digital learning in education. Meanwhile, the usability of mobile devices for study has been a common dynamic in today's education (Mohammadi et al., 2020). Beside computer that gives students access to get educated in the digital era, mobile technology is helpful for students' knowledge retention (Munoto et al., 2021).

### ***Learning media (Canva)***

Learning media is a physical or non-physical tool utilized by teachers to convey material effectively and efficiently. Due to its role as a tool, teachers can function learning media to reach learning objectives. If educators make use of learning media, this serve several benefits. The benefits obtained are increasing students' motivation, adding up more varieties since material is not transferred orally, and enabling material clarification (Puspitarini & Hanif, 2019).

The well-known learning media is Canva. Canva's users reach to 10 million users in 179 countries (Utami & Djamdjuri, 2021). Canva facilitates features to deliver material that is interesting and different from oral method. Talking about Canva's capability to bring interesting learning, Fauziyah, Widodo, and Yappi conduct a study and the result is students' enthusiasm is increased when optimizing Canva for Education (Fauziyah et al., 2016).

Mc-Kenzie as a head of Public Relation explains that Canva as a publishing and designing tool simplify the graphic design creation process. This application provides features like a million templates, pictures, outlines for summarizing notes, posters, infographics, PowerPoints, and lesson plans for free. In connection with Canva's promising design tools, teachers can actualize attractive material delivery. It is stated by Audayani that infographic and visuals, including Canva, offers many purposes. What people can optimize by utilizing those are transferring an abstract idea in an understandable way, repeating information, and recalling information (Rosandra, 2022).

### **Method**

This research uses a descriptive method qualitative. As said by Sugiyono (2018), the qualitative descriptive method describes an event or experience. That means this method is more descriptive in words than in providing data through numbers. Researchers collected data through interviews with students. First of all, the researchers create a poster with Canva. The contents of this poster are elements of a short story such as a summary of the story, story characters, and moral values drawn from the story. The title of the short story is "The Kite Maker" with the author is Anu Kumar. Then, the researchers gave questions through a questionnaire to the students to be filled in. The research subjects were 10 students of SMP Pamardi Yuwana Bhakti grade 9.

Researchers analyzed the data using analytical techniques and descriptive qualitative data following the model (Miles, Huberman, & Saldana, 2014). Three

stages are passed, namely, data condensation, data display, and concluding. The researcher collects data, then selects, focuses, simplifies the data and then narrates the data. In the final step, the researcher draws conclusions based on the narrated data.

### **Findings and Discussion**

#### ***The expectation of enjoyable learning***

Question: Digital applications for learning are trending right now, when it comes to digital applications, in your opinion, what does interesting learning look like?

Table 1. The expectation of enjoyable learning

No	Answers
1	It is interesting when zoom is used for learning.
2	The material is explained by using ppt or similar, because it will be easier for students to understand the material.
3	In my opinion, digital learning that interesting is interactive learning and delivering material with interestingly and in a fun way.
4	Interesting learning happens when teachers use Zoom Meeting because the teacher can explain the material clearly and completely.
5	I think the interesting learning is shown when presenting videos that are not too long or short.
6	Interesting learning is not just theory but also allowing students to practice. Then there are many discussions and visualization.
7	I think the interesting learning is shown when presenting videos that are not too long or short.
8	Zoom and GCR makes me interested in learning.
9	I think that learning is interesting if the material is easy to understand and the explanation is fun.
10	In my opinion, interesting learning happens by the help of new and contemporary things to explain to students so that they are more motivated to learn.

Before answering a specific question, 10 students are required to answer their expectations on interesting learning by using digital media. Three students come up with video conference applications. Others have an ideal that interesting learning functions something close to young people's life, involving hands-on experience apart from full theory, using power-point presentation, and trying games.

#### ***Opinion on teacher introducing Canva to classroom***

Question: What would you think if the teacher introduced Canva products in the form of PowerPoint posters etc. in English class?

Table 2. Opinion on teacher introducing Canva to classroom

No	Answers
1	Yes, that's okay because it might be easier to understand than merely paying attention on TOEFL book.
2	As I wrote above, students will become more interested in the lesson.
3	In my opinion it is okay.
4	It has never been introduced.
5	I think it's a pretty creative idea compared to oral explanation. In my opinion, I can remember more information about the material than just explained orally.
6	My opinion if the teacher introduces Canva products in the form of PowerPoint, posters etc, in English class, I will be happy and impressed with the teacher.
7	It will be good and easy to learn.
8	I don't like it because it's hard to understand.
9	Maybe learning English will be easier to understand than merely looking at the TOEFL book.
10	In my opinion, it is more likely that students will catch up the material easily by the decorations on the poster or Canva PowerPoint especially when explained in good English.

Digitalization in education reflects a transformation. The dramatic revolution signifies the shift in people's way to work, dealing with routine, and organize (Muryanto, 2021). That is to say many people are inseparable from the opportunity to function with technology, without exception for educators (Muryanto, 2021). Implementing technology can be done by introducing Canva. Canva may help teachers adapt to the situation and create an engaging learning environment. The argument relates to the statement from Sari. Sari writes that adopting technology is in line with teacher's requirements to establish an interactive learning atmosphere (Sari, 2022). Moreover, teachers' creativity when utilizing technology influences the benefits. Giving students digital experience teaches them to carry out digital literacy (Nkomo et al., 2021).

This question highlights their perception of possible teachers' actions to answer the challenge in the digital era. When talking about the idea of introducing Canva in the classroom, it is also important that students agree with a more innovative classroom learning tool. This idea is shown from the answer of students that compares conducting English with Canva to a common teaching model using the oral technique. Another expresses the impressive things if teachers have the intention to display posters or PowerPoint using Canva. An interesting answer is that a student thinks the decorations enhance the attractiveness and the product designed by Canva increases motivation. In conclusion, students appreciate teachers' effort to show creativity. Creativity in this context means finding a new way to conduct learning by considering digital platforms for English classes. Once

teachers intend to use Canva, they can fulfil the requirements. Rahman and peers say that National Government highlights the importance of the capability to implement communication and technology skills for teachers (Rahman Hz & Daulay, 2021).

***Opinion on making use of Canva in classroom***

Question: How would you feel if your teacher used Canva in English class as a learning tool? Has this ever happened?

Table 3. Opinion on making use of Canva in classroom

No	Answers
1	It has never happened, but maybe it will make learning understandable
2	I think it would be better, because in Canva there are many elements that can be used to make it more attractive and get the attention from students.
3	Students can be more enthusiastic. As far as I remember, this hasn't happened.
4	In my opinion as long as it doesn't interfere with learning and is conveyed clearly, it's okay. The teacher did not introduce this application.
5	We have never seen teacher using Canva in English class.
6	I really like the idea, because I think using Canva has more creative options than PowerPoint, and that never happens in class.
7	Canva is good and can enhance the learning enjoyment. Learning will be easier. Unfortunately the English teacher has never been used Canva.
8	In my opinion, if the teacher uses Canva in English class, it might be more interesting for students because Canva has many interesting templates. So far this has never happened.
9	It has not been used.
10	I really like the idea, because I think using Canva has more creative options than PowerPoint, and that never happens in class.

Although there is one student who chooses to not apply Canva in Classroom, the rest students support the idea of using Canva. This question relates to the rise of applications for assisting the learning cycle and their response to the suggestion of establishing a digital environment.

Even Though there are disagreement on applying Canva in the classroom, many agree on using Canva because it makes students easy to engage with the learning process, the process of interaction gives more variety due to its interesting visual feature, and might increase students' interest with the help of digital ornaments as well as clear English. Asking their opinion on the idea of carrying out English lesson with Canva becomes more relevant since in their experience, the teacher's preference is to expose them to a practice book. The students' arguments show that teacher should involve them in learning with Canva. Their positive

responses are in line with what Tanjung and Faiza perceive. They argue that Canva’s advantages consist of giving access to various creative works, levelling up the imagination of educators and students in producing learning media considering many elements given, providing the less time-consuming tool for design, and is available in a PC and gadget (Mudinillah & Rizaldi, 2021).

***Experience on and benefits of using Canva***

Question: How do you find Canva beneficial?

Table 4. Experience on and benefits of using Canva

No	Answers
1	I use canva to make announcement, school event, logo, and edit video. Canva can be used in offline and online learning. This application can increase creativity.
2	Canva helps me design instagram feed. The benefit is ease me to design and the result of the design is interesting to look at.
3	Canva has ability to help me make presentation and poster.
4	I use canva to make school organization assignment and school assignment. I use canva to make twibbon, PowerPoint, poster, and so on.
5	Canva has features to design a poster. Canva is easy to use and the result of the design is good.
6	I use canva to find inspiration from poster design.
7	Sometimes, I use Canva. I use canva to create a poster. The benefit is ease me to create a poster.
8	I use Canva to create school organization project and school assignment. The benefit is it ease me to do assignments.
9	Canva is useful for making PowerPoint for school presentation, designing a poster. Canva has many benefits like it safes it my time to design compared to other applications.
10	As a student, each interviewee also uses Canva. They use canva for designing poster and school assignments. In Canva, it is said that Canva gives them easiness to do school/school organization assignment, allows to be creative in design , make fascinating product, and find an inspiration for design.

As a student, each interviewee also uses Canva. They use canva for designing the poster and school assignments. In Canva, it is said that Canva gives them the easiness to do school assignments, allows them to be creative in design, make a fascinating product, and find design inspiration.

Regarding their answers that state the function of Canva, the opinions are given by students show that Canva, regarded as a functional application, provides various fonts, free icons, priceless shapes, filters, templates, and many more (Gehred, 2020). What Canva facilitates for users becomes a crucial part of showing the role of the digital platform to enhance students’ digital knowledge. Precedent to

users' convenience in functioning accessible canvas design features, Canva has purchased icons from stock photos. No wonder students think Canva is beneficial in many aspects.

***The impression on the example of Canva design for English class***

Question: What do you think about this infographic? (In terms of attractiveness, compatibility to be shown in English class)

Table 5. The impression on the example of Canva design for English class

No	Answers
1	The content is good, but there is not too much decoration.
2	This infographic is interesting to read because the colors are bright.
3	For the interest is still a little less, and the "main characters" writing is uncomfortable to look at.
4	I think this poster is good and simple. Moreover, reading this poster can give you a clear idea about the content of the story.
5	In terms of the content of the poster, it's good, just lacking decoration on the poster.
6	In terms of design, I don't think this is very interesting, maybe the style taken from this poster is a simple and neat style, but in terms of suitability to be shown in English class, I think it's quite appropriate.
7	My opinion about this poster is that it is interesting and suitable for English class.
8	I think it's suitable to be shown in English class.
9	I like the minimalist design and the neatness of the placement of the writing so that it is suitable to be shown in English class.
10	I think this poster is quite interesting for English class because it is quite simple and interesting to look at

Researchers provide the example of Canva design. The question mentioned represents digital learning's element. Digital content is called to be the foundation of digital learning. The content given by using a certain digital platform becomes the learning resource (Pratiwi, 2020). Therefore, this study shows the example of Canva design for English reading material. Specifically, we create an infographic, to sum up, book content. Infographic is the way to share information that is composed in a form of simplified complex information. By simplifying information, an infographic can structure effective and efficient delivery. Infographic's nature to create understandable information can be related to its purpose to carry out understanding, interpretation, and suggestions about the text. Everything about what an infographic can tell can be interpreted as a way to facilitate a reading lesson (one of the important skills in English) (López Cupita & Puerta Franco, 2019).

From students' reasoning, their answers comment on the design aspect and book summary delivery. Their impressions are the infographic has good content but needs more ornaments, is an interesting product because the colours are bright, is not really creative enough, not eye-catching, the "Main Characters" makes it not comfortable to be read, has a good quality, gives a clear picture of reading text, presents an organized text position, is appropriate for English class, and shows a good simple visual.

***Strengths, weaknesses, and feedbacks to improve the infographic***

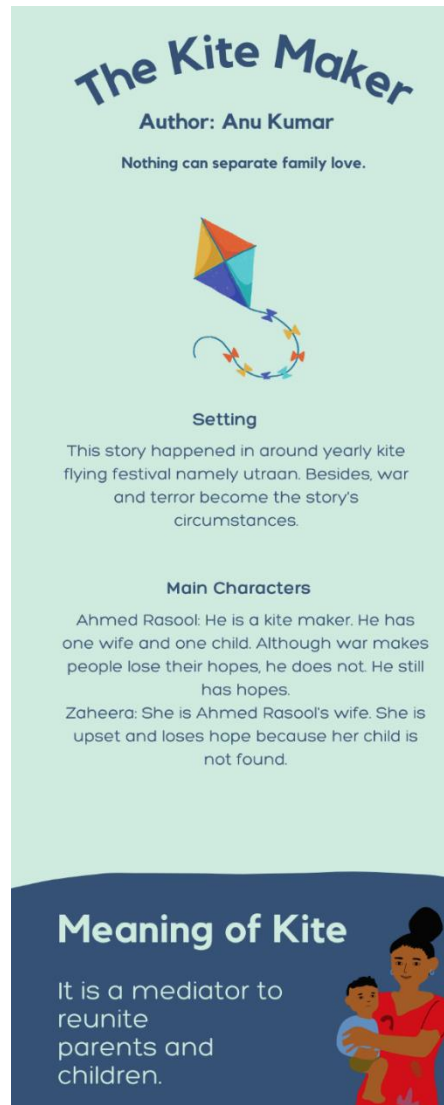


Figure 1. Infographic



Question: What are the strengths and weaknesses of this infographic?

Table 6. Strengths and weaknesses

No	Answers
1	Strength: The font of this infographic is good, the colors are attractive, it's easy to read Weakness: The infographic is pretty plain. I hope you can add more decoration.
2	Strength: This infographic is not really interesting and less precise writing. Weakness: The point is this is good for reading.
3	Weakness: There is lack of decoration on the poster. Strength: There is a complete and the organized placement of the writing.
4	Weakness: There is lack of decoration on the poster. Strength: There is a complete and the organized placement of the writing.
5	I'm very familiar with editing apps like Canva or video editing apps like After Effects, and maybe my editing style is very different from the one above, but I think the poster puts a little color; so when I see the infographic, there's no sense of interest in reading it. Also, the infographic above has an interesting story and is touching while the poster looks bland and doesn't show the hopes of the kite maker. In terms of the color scheme, I think it's pretty good, the colors match when they are combined. I like the layout of the poster above.
6	Strength: The strength of this infographic is the selection of fonts that do not make the reader dizzy so that the story is conveyed clearly. Weakness: The weakness of this infographic are that the colors are not bright enough, the elements are not many and interesting.
7	Strength: The color is not bright and there is still a lot of empty space. Weakness : This infographic has good writing style and cool animated pictures.
8	Strength: It shows the neat, elegant design and good font selection. Weakness: The infographic is too plain or less attractive to readers
9	Strength: simple design and attractive to look at. Weakness: a little plain, lacking ornaments/decoration.
10	Strength: the message conveyed is quite deep, the use of English in the text is very good. Weakness: maybe some ornaments can be added so that this poster can be more interesting, but if not it is already interesting enough to be displayed in English class.

Question: We designed this poster to develop reading skills in English. Is there anything that can be developed from this poster so that English class conducting reading lesson can be more interesting?

Table 7. Feedbacks to improve the infographic

No	Answers
1	There is nothing need to be improved.
2	Maybe you can add a little more decoration because I think it's a little plain.
3	Maybe for the background, it would better not use a solid color, but there are pictures of children playing kites in the village. Or the background is changed to cute houses and kites are flying
4	I think this infographic is quite interesting.
5	There is nothing need to be improved.
6	Stories and meanings are interesting. I am quite into the meaning. However, the use of words used is not very suitable/good.
7	In terms of the infographic design, in my opinion, there need to be more details and maybe a little color to show the feeling of the kite maker and also Zaheera the kite maker's wife.
8	What can be developed from this poster may be the colors on the poster that can be more eye-catching and also the selection of brighter colors. Then the selection of the right elements and according to the story is suggested, if possible also add functional ones such as arrows, and others.
9	In my opinion, what should be added are pictures of kite.
10	This infographic is quite interesting and suitable to be shown in English class, but the poster looks plain and less crowded so maybe you can add some additional ornaments.

Not all students have the same opinion on viewing the infographic's strengths and weaknesses in terms of font compatibility, color selection, design style, the use of English, and the amount of space left. Some students think that strengths are the color blend looks interesting, is good for reading, good use of English, well-organized text placement, suitable font, and appropriateness to be shown in English class (reading lesson). Meanwhile, the weaknesses are lacking design style adjustment to connect emotionally with the story, not optimizing the space to add decorations, few ornaments inserted, and not being well-written.

Giving criticism on infographics are not adequate. So, it is good for students to elaborate better ways to improve infographics. Some feedback is given consists of adding more pictures, using suitable words, adjusting the colors with the emotion of the kite-maker, brightening the infographic colors, inserting relevant elements according to the story, inserting functional graphs like an arrow, displaying a background of fancy houses and kites.

Focusing on aspects like font, color, and many more give a clear picture about taking into account making a good infographic. Good is not the only thing that becomes a benefit. The next thing is that a good infographic brings readable information. Shanks offers how these elements contribute to creating understandable infographics. They are the readable font, fascinating color scheme,

and simple charts. By applying Shanks' suggestions, teachers can target the goal to make reading interesting because of displaying infographic (Putra, 2021).

With the help of infographics to aid students, demonstrating the use of it in reading class is seen as deciding learning media to reach the learning objective. Knowing students think this infographic could be utilized in English class (reading lesson), clarifies the nature of reading. Reading assigns communication between a reader and a text and comprehension is pivotal in this skill (Lastari & Silvana, 2020). In this case, an infographic is useful for connecting students with the reading material and recognizing the content's meaning. If an infographic allows relatable functions to the reading lesson in English class, then deciding on learning media plays a big role in leading to the objectives.

### Conclusion

As what are gathered from the findings and discussion, Canva is perceived as the positive thing to be carried out in class and has a big role to fulfill the learning enjoyment. However, when it comes to how Canva product should be made, they can give their suggestions. Most of them comment the Canva from visual aspect. They think that attractive design is what makes Canva useful to increase attention from students. In conclusion, former 9th grade students support the use of Canva in English classroom, however teachers are required to put effort on creating interesting visual.

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