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The impact of video integrated with Bloom's Taxonomy on the improvement of English-speaking performance

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Speaking has an essential role in students' performance in the English language subject. This study aims to investigate 30 English language students who are given video in the experimental class. The results show that there is an improvement of participants' English-speaking performance which is indicated by the increase of scores between pre-test and post-test through four speaking components, such as fluency, precision, lexical, and syntactical. The most significant increase is found in the precision aspect with a pre-test value of 1.00 and a post-test value of 3.07. The results also reveal that both written and verbal communication can be improved by using the method of video integrated with Bloom's taxonomy. However, the limited participants of the study and the length of drilling speaking are confirmed as the limitation of the study. Besides, it implies video integrated taxonomy Bloom for reducing anxiety in learning speaking and classroom activities research (CAR) investigation are recommendations for future study.

Keywords: Video; Bloom's Taxonomy; Speaking; Performance

INTRODUCTION

Speaking has been classified as a productive skill in the English language (Saed, Haider, Al-Salman, & Hussein, 2021). Thus, it has an essential role during classroom activities which includes the performance of students. In line with the Indonesian national curriculum, speaking attracts attention primarily for being practiced at the secondary level (Bashori, van Hout, Strik, & Cucchiarini, 2021). Previous studies have already been made to improve students' English-speaking performances in classroom activities which can be done through the use of video (Chien, Hwang, & Jong, 2020; Zheng, Wang, & Chai, 2021).

The use of video increases students' interest in participating in discussions (Dahlstrom-Hakki, Alstad, & Banerjee, 2020), which makes it easier to retrieve student cognitive abilities that trigger the increase of speaking skills including awareness, attention, noticing, and understanding. Video could also maximize the achievement of learning objectives in a short time and stimulate students' interest in learning to be more independent (Wagener, 2006). A few great theories supporting integrating video into speaking performance are explained in (Briggs & Wager, 1981; Gagne, Briggs & Wager, 1979; Hannum & Briggs, 1982). Briggs' theory emphasizes characteristics based on the stimulus hence using video, it can elicit rather than the medium itself, i.e., the suitability of these stimuli for student characteristics, assignments, learning, materials, and rhythm.

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On the other hand, Briggs identified the kinds of media used in the teaching and learning process, including object models, live sound, audio recordings, films, television, and pictures.

Referring to those perspectives, video can effectively stimulate students' behavior by encouraging them to be active and responsive when speaking. Furthermore, several investigations integrating video in speaking performance were conducted by (Butarbutar, R., Uspayanti, R., Bawawa, M., & Leba, S. M. R. (2020), Crompton, Burke, & Lin, 2019; Köksal & Ulum, 2018; Rosell-Aguilar, 2017) They evaluated mobile applications for learning languages in which the results show that mobile devices and their features which includes potential audio, visual, play-back, pause and voice recording facilitate students in learning language development.

Along with applying taxonomy, speaking performance features are also highlights of renowned level learning that is much publicized by Bloom's Taxonomy. It clusters students' learning into six levels, namely remembering, comprehending, implementing, analyzing, synthesizing, and evaluation.

Additionally, (Adams, 2015; Köksal & Ulum, 2018; Mohammadi, Kiany, Samar, & Akbari, 2015; Nur et.al, 2019; Stanny, 2016) agreed that Bloom's Taxonomy can help teachers highlight and evaluate students' language performance improvement. Although research has shown that video is useful for English as a foreign language (EFL) learners' speaking, further research is needed to determine the degree to which Bloom's taxonomy will help student speaking skills especially when it is integrated with the video. In a similar fashion, Butarbutar, R., et al. (2021a, 2021b) mentioned that using technology was essential to improve learners' performance in technology grow particular. They emphasized that using technology during speaking activities might as a main or alternative source.

To the best of our knowledge, only a few studies have looked into integrating video with Bloom's taxonomy to improve students' speaking performance. Therefore, this study aims to fill this research gap and to investigate the differences in English-speaking performance outputs between pre and post video integrated with Bloom's taxonomy. To make better understanding obviously, the study narrows down and covered the research questions, how does the impact of video integrated with taxonomy Bloom on speaking students' performance?

METHODS

Participants

The participants consisted of 30 secondary school students who took English lessons. There were twenty females and thirteen males. Their ages average between 15 and 18 years. For detailed information, all participants used Indonesian as their first language and for communicating at school. Referring to the speaking assessment, participants' speaking ability was categorized as poor.

Research Instruments

Underpinning research questions, pre-test, post-test, and watching videos were applied to gather data. At the first meeting, the participants were invited to personally describe pictures and topics chosen regarding four speaking performances (fluency, precision, syntactic complexity and lexical complexity). Participants were then given a topic-based video and continued to the post-test by comparing six levels of Bloom's taxonomy (remembering, comprehending, implementing, analyzing, synthesizing and evaluation). All questions of pre-test and post-test were validated used SPSS application R-Table as 0.3610 (N=30). Whereas the validity test used Cronbach Alpha (0.633).

Research Procedures

Performance in the speaking classroom was activated by referring to Bloom's taxonomy. The speaking test was used to evaluate speaking skills such as fluency, precision, syntactic complexity and lexical complexity. Description, contrast, and interpretation with and without preparation time were aspects and forms of speaking performance that are also studied. The watch, think and speak (WTS) strategy was used in this work. The complete research procedures are shown in Table 1.

TABLE 1 | Research Procedures

Week	Taxonomy categories	Speaking performance
1.	Pre-test session	Fluency, precision, syntactic complexity and lexical complexity
2.	Remembering/knowledge (Indicated by clicking the pause button on the video integrated with Bloom's taxonomy features)	Learning orientation Students watched video provided by teacher entitled Describing something, favorite places, and experiences
3.	Comprehending (Indicated when students have time to implement or to practice speaking to their classmates)	Students watched video about comparing two or more pictures
4.	Implementing	Teachers have exploring chosen pictures
5.	Analyzing (After watching the topic chosen during playback and voice recording, speaking performance)	Analyzing, comparing and showing related each topics
6.	Synthesizing	Planning, revising, justifying and integrating to the new comprehension or knowledge

| 7. | Evaluating (Supported by images, native speaker's pronunciation video and all features of technological video) | Evaluating, criticizing and revising based on the existing instruction. |
| 8. | Post-test session | Fluency, precision, syntactic complexity and lexical complexity |

Table 1 description: pre-test done in the week 1 whereas class performance employed during seven weeks and the last week took post-test. Importance to be remembered, those activities spent time for nine minutes per each week.

Data Analysis

The study used one pre-test and one post-test design experimental approach. In this case, a quantitative method was used and multivariate analysis of variate (MANOVA) with Games-Howell of a significant 0.05 level was applied to investigate the difference in students' performance on pre-test and post-test.

RESULTS AND DISCUSSION

The formed research question in this work is how do students who got videos integrated with Bloom's taxonomy differ from those who did not in their English-speaking performance? And the results of pre-test and post-test can clearly be seen in Table 2. This table shows the mean and standard deviation of students' speaking performances in relation to Bloom's taxonomy before being given the video, in which each category was lower than post-test scores. The pre-test mean score was 1.05 whereas the post-test mean score was 3.11. It shows a difference of 2.06 points, meaning the videos improved students' score at 2.06 for each Bloom's taxonomy level and speaking performance at the same time.

TABLE 2 | Results of pre-test and post-test based on Bloom's taxonomy

Descriptive Statistics	Taxonomy	Mean	Std. Deviation	N
Pre-test	Remembering	1.27	.450	30
	Comprehending	1.00	.263	30
	Implementing	1.03	.183	30
	Analyzing	1.00	.000	30
	Synthesizing	1.00	.000	30
	Evaluation	1.00	.000	30
	Total	1.05	243	180
Post-test	Remembering	3.17	.531	30
	Comprehending	3.07	.640	30
	Implementing	2.90	.403	30
	Analyzing	2.83	.379	30
	Synthesizing	3.03	.183	30
	Evaluation	3.63	.490	30
	Total	3.11	.523	180

Table 3 then informs that each speaking component was increased by integrating video with Bloom's taxonomy. The results show the increase of participant's score between pre-test and post-test of four speaking components. The most significant increase was precision aspect (pre-test = 1.00 SD=.263; post-test= 3.07 SD=.640).

TABLE 3 | Students' Speaking Performance Comparison

Speaking test	N	Pre-test Mean	Std. Deviation	Post-test Mean	Std. Deviation
1. Fluency	30	1.27	.450	3.17	.531
2. Precision	30	1.00	.263	3.07	.640
3. Syntactic complexity	30	1.03	.183	2.90	.403
4. Lexical complexity	30	1.00	.000	2.83	.379
Valid N (list wise)	30				

The improvements of speaking performance when thematic videos were used based on Bloom's taxonomy are then shown in Table 4 (see appendix). It can be observed that there are improvements in each of the four speaking components.

Regarding research question as mentioned above, how does the impact of video integrated with taxonomy Bloom on speaking student's performance? The study confirmed that video integrated with taxonomy Bloom was useful and helpful improve students speaking performance significant statistically. All the scores evidence were clearly seen in Table 4, Table 5, Table 6, Table 7, Table 8, Table 9 (see appendices), students' speaking performance increased between pre-test and post-test. The most significant increase was the precision aspect. The results mean that there is an effective impact on improving speaking performances by integrating video with Bloom's taxonomy. Previous authors have examined the positive impact of video on speaking performance. For instance, according to (Crompton et al., 2019; Köksal & Ulum, 2018; Rosell-Aguilar, 2017), students become more active, enthusiastic, and comprehending through video. Importantly, participants of the study as foreign learners paid more attention to the native speaker's intonation in the video and then they watched the video several times. Thus, their Bloom's taxonomy level (remembering) developed simultaneously.

Based on a series of learning processes carried out by students in this study, they have progressed in speaking performance which was seen toward four elements, i.e., fluency, lexical, syntactical and precision. Some of these conditions were also found in previous work (Spring, Kato, & Mori, 2019). It was also found in this work that students felt it was easier to understand what speakers said through directly seen body language or gestures shown in the video.

The importance of non-verbal behaviors which affect speaking performance was also found in (Bickmore et al., 2021, Butarbutar, R. (2018).

The ease with which students express themselves, particularly when speaking, is referred to as fluency (De Jong et.al, 2013). Even if there are a few grammar mistakes in the explanation, it should be conveyed in a clear and understandable manner that exhibits their knowledge of the language. In line with this, giving large opportunities for students to describe and compare different pictures in video 1 and video 2 (See Table 6, Table 7 and Table 8) were best practices to attract Bloom's taxonomy level of synthesizing and evaluation.

The results of the study were in line and highlighting (Butarbutar, R., 2021; Crompton, Burke, & Lin, 2019; Köksal & Ulum, 2018; Rosell-Aguilar, 2017) perceptions. They clarified using audio recording was effective and useful for drilling accuracy and fluency. For doing so, students might press stop button or delete button whether recorded voice out of standard measurement. Similarly, (Briggs & Wager, 1981; Gagne, Briggs & Wager, 1979; Hannum & Briggs, 1982) asserted that visual and audio recording are assigned the abilities based on the hierarchical levels of learning, such as, ejection learning stimulus, attracting interest in learning examples of learning behavior, providing external conditions, guiding ways to think, entering knowledge transfer, assessing achievement and providing feedback on speaking performance. In terms of this, video integrated with Bloom's taxonomy implies the development of linguistics and intercultural communication competence simultaneously (synthesizing and evaluation taxonomy level).

Besides, the study noted that video facilitates participants to improve meaning and lexical complexity of previous input media. Thus, the more they are given plenty of chances, the more they produce or speak up by retelling of a video's topic as in alignment with the results in (Richards, 2008).

Accordingly, empowerment of cognitive Bloom's taxonomy internalization and technology pedagogical knowledge contents are the efforts that must be made by teachers to improve speaking performance outcomes. There are various strategies and learning models that can improve technology pedagogical knowledge content as found in (Bragg, Walsh, & Heyeres, 2021; Firestone, Aramburo, & Cruz, 2021; Li, Valcke, Dessein, Badan, & Anderl, 2021). For empirical study clearly, the study also supported (Crompton, Burke, & Lin, 2019; Köksal & Ulum, 2018; Rosell-Aguilar, 2017) which investigated mobile application was insightful used for speaking improvement. For example, student recorded his voice by pressing recording and play-back, and pause button, simultaneously analyzing and evaluating process were occurred. The highest level of

taxonomy Bloom is evaluation, and in terms of this, participants of the study might be evaluated their speaking performance after given drills in six weeks meeting and fluency element in particular. All features of video recording as pause, play-back, record, stop button were helpful to empower analyzing, comprehending, synthesizing, and evaluating process.

Furthermore, teachers must also implement an assessment process that supports digital literacy and technology Butarbutar, R., & Simatupang, E. (2020). Pedagogical knowledge content into speaking performance competencies. One must also have a good understanding of how cognitive Bloom's taxonomy internalization and technological pedagogical knowledge contents are applied to speaking performance during classroom activities. In light of speaking performance, teachers are also expected to intertwine interactive video with a factual-based learning approach (Butarbutar, R., 2022, Butarbutar et al., 2019, Leba, S. M. R., Butarbutar, R., & Werang, B. R. (2021), Nakatsuhara, Inoue, Berry, & Galaczi, 2017).

CONCLUSION

This study emphasizes a pedagogical implication for teacher education that video integrated with Bloom's taxonomy has a significant impact on secondary school speaking performance. The results show that video can help them correctly pronounce and use grammar by observing the way the video is pronounced and by watching written text in the video script. We also found that students who got video integrated with Bloom's taxonomy out performed those who did not get the video in terms of English-speaking performance. Their discrepancy is drawn into several levels. Firstly, remember was indicated by clicking the pause button on the video integrated with Bloom's taxonomy features. Secondly, implementing and comprehending were indicated when students had time to implement or to practice speaking to their classmates (by clicking the pause & stop button). Thirdly, after watching the chosen topic during playback and voice recording, speaking performance improved in terms of analyzing and synthesizing. Lastly, the evaluation showed the highest level of speaking performance supported by images, the provided native speaker's pronunciation video, and all features of the video. Due to the potential of video integrated with Bloom's taxonomy, it is recommended for teachers to use video to increase the accuracy and fluency in speaking performance. A similar future study is recommended through a classroom action research (CAR) investigation.

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APPENDICES

TABLE 4 | Speaking performance improvement based on Bloom's taxonomy

No	Speaking components	Thematic video	Bloom's taxonomy level
1	Fluency	Ease to express video topic chosen; not repeating words used twice but once conveyed in a clear and understandable manner; can explain topic in video 1 & 2 and free from too long pauses.	Remembering, comprehending, analyzing
2	Precision	The way video of discussed topic delivered accurately; comparing picture 1 and the rest pictures effectively.	Knowledge, comprehending, synthesizing, analyzing
3	Syntactic complexity	Speaking or explaining topic in video 1 & 2 in good orders; referring grammar correctly	Evaluating, comprehending
4	Lexical complexity	Speaking or performing video topics meaningfully	Comprehending, analyzing, evaluation

TABLE 5 | Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.986	6094.017b	2.000	173.000	.000
	Wilks' Lambda	.014	6094.017b	2.000	173.000	.000
	Hotelling's Trace	70.451	6094.017b	2.000	173.000	.000
	Roy's Largest Root	70.451	6094.017b	2.000	173.000	.000
taxonomy	Pillai's Trace	.411	8.998	10.000	348.000	.000
	Wilks' Lambda	.629	9.014b	10.000	346.000	.000
	Hotelling's Trace	.525	9.030	10.000	344.000	.000
	Roy's Largest Root	.333	11.590c	5.000	174.000	.000

a. Intercept + taxonomy is the design.

b. A precise statistic

c. The statistic is a lower bound on the significance level that is an upper bound on F.

Table 5 illustrates that video was effective as a medium to improve speaking performance with a significance of lower than 0.05.

TABLE 6 | The Equality of Error Test of Levene Variances[a]

	F	df.1	df2	Sig.
pretest	7.656	5	174	.000
posttest	30.409	5	174	.000

The null hypothesis states that the error variance of the dependent variable is the same across groups.

a. Intercept + taxonomy is the design.

TABLE 7 | Between-subjects effects tests

Source	Dependent Variable	Type III Sum of Squares		Mean Square	F	Sig.
Corrected Model	pretest	12.161[a]	5	2.432	11.490	.000
	posttest	1.717[b]	5	.343	6.763	.000
Intercept	pretest	1736.006	1	1736.006	8200.859	.000
	posttest	198.450	1	198.450	3909.091	.000
Taxonomy	pretest	12.161	5	2.432	11.490	.000
	posttest	1.717	5	.343	6.763	.000
Error	pretest	36.833	174	.212		
	posttest	8.833	174	.051		
Total	pretest	1785.000	180			

	posttest	209.000	180				
Corrected Total	pretest	48.994	179				
	posttest	10.550	179				

R Squared =.248 (R Squared Adjusted =.227)

R Squared =.163 (R Squared Adjusted =.139)

    Another empirical study supports the impact of videos on speaking performance by developing the Bloom's taxonomy as can be seen in Table 5. Bloom's taxonomy ratings for six subjects (remembering, comprehending, implementing, analyzing, synthesizing, and evaluating) were less than significant .05. On the other hand, those six subjects were significant to improving speaking performance.

TABLE 8 | Post Hoc test taxonomy

Dependent Variable	(I) taxonomy	(J) taxonomy	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
		Implementing	.13	.119	1.000	-.22	.49
		Analyzing	.20	.119	1.000	-.15	.55
		Evaluation	-.60*	.119	.000	-.95	-.25
		Remembering	.47*	.119	.002	.11	.82
		comprehending	.57*	.119	.000	.21	.92
	evaluation	Implementing	.73*	.119	.000	.38	1.09
		Analyzing	.80*	.119	.000	.45	1.15
		Synthesizing	.60*	.119	.000	.25	.95
Pre-test		comprehending	.10	.152	.986	-.35	.55
Games-		implementing	.27	.122	.258	-.09	.63
Howell	remembering	analyzing	.33	.119	.073	-.02	.69
		synthesizing	.13	.102	.782	-.18	.44
		evaluation	-.47*	.132	.010	-.86	-.08
		remembering	-.10	.152	.986	-.55	.35
		implementing	.17	.138	.831	-.24	.58
	comprehending	analyzing	.23	.136	.527	-.17	.64
		synthesizing	.03	.121	1.000	-.33	.40
		evaluation	-.57*	.147	.004	-1.00	-.13
		remembering	-.27	.122	.258	-.63	.09
		comprehending	-.17	.138	.831	-.58	.24
	implementing	analyzing	.07	.101	.986	-.23	.36
		synthesizing	-.13	.081	.570	-.37	.11
		evaluation	.00	.058	1.000	-.17	.17
		remembering	-.23*	.058	.001	-.41	-.06
		comprehending	.03	.058	1.000	-.14	.21
	implementing	analyzing	.03	.058	1.000	-.14	.21
		synthesizing	.03	.058	1.000	-.14	.21
		evaluation	.03	.058	1.000	-.14	.21
		remembering	-.27*	.058	.000	-.44	-.09
		comprehending	.00	.058	1.000	-.17	.17
	analyzing	implementing	-.03	.058	1.000	-.21	.14
		synthesizing	.00	.058	1.000	-.17	.17
		evaluation	.00	.058	1.000	-.17	.17
		remembering	-.27*	.058	.000	-.44	-.09
		comprehending	.00	.058	1.000	-.17	.17
	synthesizing	implementing	-.03	.058	1.000	-.21	.14
		analyzing	.00	.058	1.000	-.17	.17
		evaluation	.00	.058	1.000	-.17	.17
		remembering	-.27*	.058	.000	-.44	-.09
		comprehending	.00	.058	1.000	-.17	.17
	evaluation	implementing	-.03	.058	1.000	-.21	.14
		analyzing	.00	.058	1.000	-.17	.17
		synthesizing	.00	.058	1.000	-.17	.17

Post-test Games-Howell		comprehending	.27	.095	.074	-.02	.55
		implementing	.23	.089	.114	-.03	.50
	remembering	analyzing	.27*	.082	.032	.02	.52
		synthesizing	.27*	.082	.032	.02	.52
		evaluation	.27*	.082	.032	.02	.52
		remembering	-.27	.095	.074	-.55	.02
		implementing	-.03	.058	.993	-.21	.14
	comprehending	analyzing	.00	.048	1.000	-.15	.15
		synthesizing	.00	.048	1.000	-.15	.15
		evaluation	.00	.048	1.000	-.15	.15
		remembering	-.23	.089	.114	-.50	.03
		comprehending	.03	.058	.993	-.14	.21
	implementing	analyzing	.03	.033	.914	-.07	.13
		synthesizing	.03	.033	.914	-.07	.13
		evaluation	.03	.033	.914	-.07	.13
	analyzing	remembering	-.27*	.082	.032	-.52	-.02
		comprehending	.00	.048	1.000	-.15	.15
		implementing	-.03	.033	.914	-.13	.07
		synthesizing	.00	.000	.	.00	.00
		evaluation	.00	.000	.	.00	.00
	synthesizing	remembering	-.27*	.082	.032	-.52	-.02
		comprehending	.00	.048	1.000	-.15	.15
		implementing	-.03	.033	.914	-.13	.07
		analyzing	.00	.000	.	.00	.00
		evaluation	.00	.000	.	.00	.00
	evaluation	remembering	-.27*	.082	.032	-.52	-.02
		comprehending	.00	.048	1.000	-.15	.15
		implementing	-.03	.033	.914	-.13	.07
		analyzing	.00	.000	.	.00	.00
		synthesizing	.00	.000	.	.00	.00

On the basis of observed means.
Mean Square (Error) =.052. * is the error term.
At the.05 level, the mean difference is significant.

TABLE 9 | Estimated Margins Means Taxonomy

Dependent Variable	taxonomy	Mean	Std. Error	95% Confidence Interval Lower Bound	Dependent Variable Upper Bound
Post-test	remembering	3.167	.084	3.001	3.332
	comprehending	3.067	.084	2.901	3.232
	implementing	2.900	.084	2.734	3.066
	analyzing	2.833	.084	2.668	2.999
	synthesizing	3.033	.084	2.868	3.199
	evaluation	3.633	.084	3.468	3.799
Pre-test	remembering	1.267	.041	1.185	1.348
	comprehending	1.000	.041	.919	1.081
	implementing	1.033	.041	.952	1.115
	analyzing	1.000	.041	.919	1.081
	synthesizing	1.000	.041	.919	1.081
	evaluation	1.000	.041	.919	1.081

Humor and identity in the performance of a stand-up comedian with disability

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Being a stand-up comedian with medical issue requires the ability to apply certain techniques to create humor when performing stand-up comedy. Josh Blue (JB) is one of those well-known stand-up comedians diagnosed with cerebral palsy. This study aims to investigate the linguistics aspects applied by JB in delivering his jokes and how these aspects relate to identity JB wants to present. This research employed a qualitative descriptive method to analyze the data. The results reveal that JB uses irony in his stand-up comedy. In terms of linguistic features, JB mostly applies silent pause, while in joke technique JB applies self-ridicule. These findings suggest that the linguistics aspects used by JB present that disability can be a special identity that affects people's perception and their ways of interaction with other people. JB linked each of his experience of being disabled by wrapping it well as his joke technique. JB has privilege in processing his disability into a primacy in joke technique without sounding condescending and even sarcastic.

Keywords: stand-up comedy, linguistics, disability, humor, identity

INTRODUCTION

From year to year, the world of stand-up comedy keep growing and even has expanded widely todays. According to Seizer (2011), stand-up comedy is a type of a comedy in which theatrical stagecraft is kept to a bare minimum and where an on-stage comedian performs in front of an audience 17 (Dylewski, 2021). Stand-up comedy is becoming more popular in society especially with the presence of comedians with various backgrounds, including those with disability. Their disability does not shut their passion to be a comedian. Josh Blue (henceforth JB), a 43 years old American stand-up comedian, is well-known for having a medical issue, named Cerebral Palsy. The term "cerebral" refers to brain-related issues, whereas "palsy" refers to muscle weakness or difficulties. Cerebral palsy is a series of disorders that impact a person's ability to move, balance, and maintain posture. (https://www.cdc.gov/ncbddd/cp/index.html). In Josh Blue's cases, this disease attacks JB in some certain partial of nerves that obstruct him in doing walking and moving his hand (especially his left hand) normally. However, this condition does not stop JB to become a stand-up comedian. "I got injured in one of the games in the Paralympics and my coach had the nerve to put me on the disabled list," stated JB sharing up his disability as one of his stand-up comedy topics.

This research is conducted to reveal how JB applies the linguistics aspects as his strategies in performing stand-up comedy, especially in his performance Being Disabled Has Its Perks in 2021.

This performance was chosen by researchers due to the reason this performance shows and sparks the most about identity that JB wanted to show as it is what the researchers seek for. In this research, the researchers limit the linguistics aspects into three parts such as figurative languages (Abrams, 1999), linguistic features (MacGregor, 2008), and joke techniques (Schwarz, 2010). As a type of verbal humor, it is common that a stand-up comedy performance involves these three elements to create humor and deliver certain messages.

Figurative language deals with words or phrases that do not represent precisely what is written or spoken. Figurative language is the use of words that have meanings that are not literal. According to Abrams (1999), several types of figurative language include simile, hyperbole, personification, irony, allusion, sarcasm, and symbol. They can be described as follows:

1. *Simile*, a type of figurative language in which terms like "like" or "as" are used to establish a comparison between two different items.
2. *Hyperbole*, bold overstatement or the extravagant exaggeration of fact or of possibility.
3. *Personification*, something that is not human that is shown as though it can feel, think, act, live, and die in the same way as humans do. Personification occurs when an inanimate item or abstract concept is described as if it were born with life, human attributes, or emotions.
4. *Irony*, refers to the use of words to portray a meaning that is completely opposed to what is really said.
5. *Allusion*, a casual reference to a literary or historical person, place, or event, or to another literary work or section, without being explicitly identified.
6. *Sarcasm*, occasionally used as an equivalence for all forms of irony, but it is considerably more appropriate to limit it to the vulgar and taunting substitution of seeming praise for dispraise.

In terms of linguistic features, according to MacGregor (2008), it can be classified into silent pause, filled pause, repetitions, repairs, prolongations, and lexical fillers.

1. *Silent pauses* occur when the speaker is silent for an extended period of time during his turn (more than 0.5 seconds).
2. *Filled pause* includes all types of doubts, such as "eh", "er", "ah", "um", "em", "erm", and "mm".
3. *Repetitions* happen when a phoneme, word, or phrase is reproduced in a sentence.
4. *Repairs* occur when phonemes, syllables, or phrases in an utterance are changed. Recalling or repeating communication to correct a slip of the tongue, qualify a part of speech, or change the meaning of an utterance or speech are all examples of correction.
5. *Prolongations* happen when a syllable is stretched, such as when the word "the" is pronounced "theeee" or "to" is pronounced "tooooo".
6. *Lexical fillers* (discourse markers), common conversational words which are semantically redundant, such as "I mean", "y'know", "like",

"basically".

Ridicule is one of joke techniques used by stand-up comedians (Schwarz, 2010). Wilson as cited in Heidari-Shahreza & Masaeli (2017) breaks down ridicule as follows:

1. *Private ridicule*, directed at real living or dead persons, and is most commonly used to denigrate racial and cultural groups.
2. *Shared ridicule*, used when the comedians mock themselves and their audience at once.
3. *Self-ridicule/self-deprecation*, used when the comedians simply make fun of themselves.

In relation to humor and identity, Lowe as cited in (Setyaningsih, 2013) asserts that humor is important in shaping group identity and solidarity. There are two types of identity according to Burke & Stets (2009), namely lower identity and higher identity. The lower identity is a control mechanism that works to align people's views of situations with the lower identity's goals. On the other hand, the higher identity refers to a control system that acts to manage its perceptions by modifying the lower identity standard, to the extent that the lower identity modifies the meaning perceived or controlled by the higher identity (Burke & Stets, 2009). Social behavior is not directly controlled by higher identities. This identity has perceptions, comparators, and standards; however, its action is to control the "lower" identities' standards or objectives. The lower identity acts to match the meaning in the situation with the meaning held in its standard (its goal), but the meaning is determined by the higher identity. Therefore, what the lower identities do is determined by the higher identities' aims. As in some ways the higher identities control the lower identities, they cannot conflict. Meanwhile, the lower identity serves the higher identity. The higher identity does not instruct the lower identity on how to verify itself; rather, it instructs the lower identity on which meanings should be validated.

Meanwhile, studies on comedy, figurative language, and identity have been done by several scholars. Handika et al. (2019) analyze the kinds of minority figurative language majors used in stand-up comedy by Hasan Minhaj. The results show that minority figurative language was broken down into metaphors, similes, metonymy, irony, allegory, personification, and hyperbole. Utami (2018) tries to identify the pragmatic and linguistic strategies, humor functions, and the community's responses towards humor strategies of children comedians in the Stand-Up Comedy program. The results reveal that the dominant pragmatic strategies used are presuppositions, maxim violation, and implicature. Meanwhile, the linguistic strategies that are dominantly found are nonsense, ridicule, irony, and misunderstanding. The function of humor which is dominantly found is to provide understanding to the public to find solutions to an issue in ways that are presented in a pleasant way. However, people think that a few spoken words incline to set a bad example since they come across as disrespectful and patronizing.

Abujbarah (2019) examines what disabilities comedians achieve in their humor and what non-disabled audiences

learn from attending their shows. The result shows that comedians with disabilities use their life experiences to convey their humor. Comedians with disabilities are aware that they belong to an oppressed minority community and they reflect their experiences in their humor. Lockyer (2015) analyze the thematic analysis of material and ideological motives, intentions, and life experiences of comedians with disabilities. This research concludes that even though stand-up comedy is not a simple process, stand-up comedy performed by comedians with disabilities have the potential to be a strong weapon for challenging and renegotiating hegemonic norms around disability.

Yuniar (2013) explores *ya* as a strategy of Indonesian stand-up comedy in producing laughter. The research focuses on how *ya*, as the major discourse marker, is presented in the performance of professional stand-up comedy. The results show not only correlation between explode with laughter but also between stand-up techniques and discourse markers. This research leads to analysis ya as a marker of Indonesian discourse in developing humor research in linguistic studies. Meanwhile, Badara (2018) examines the stand-up comedy humor discourse in local perspective in Indonesia, by focusing on the technique of creation and element of construction. This research finds that stand-up comedy humor discourse is accepted locally due to the involvement of traditional arts from Java and other islands in Indonesia. Several techniques have also been applied especially wordplay, rhetoric, and deception mainly because local stand-up comedians do not have adequate capability in public speaking.

Bamgbose (2019) examines linguistic devices, humor strategies, and multimodal cues deployed by characters in Jenifa's Diary and Professor JohnBull, with the aim of identifying various categories of humor and taking into account the linguistic complexity of humor creation in character dialogue. This study found that layering and related concepts, implicatures and audience responsibilities, and assumptions from previous discourse processing, and stereotypical cultural representations were humor strategies used. The joking frame is conveyed through the manipulation of the properties of texts and the sociocultural factors such as sense relations and shared knowledge. The humor potential of these linguistic devices is foregrounded through the techniques of punning, allusion, retort, putdowns, teasing and register clash. The practice of warning, informing, advising and satirizing addresses domestic violence, indecent dressing, electioneering and state of infrastructures in Nigeria.

Dynel (2009) characterizes several semantic and pragmatic types of verbal humor, primarily those which cannot be reduced to (canned) jokes. The study finds that verbal humor could be divided into two types namely jokes and conversational humor, which contain a variety of semantic-pragmatic categories like lexemes, phrasemes, witticisms, retorts, teasing, banter, putdowns, self-denigrating humor, and anecdotes. It is also demonstrated that the categories are not mutually exclusive, and that there is some overlap between them, as well as the possibility of combining the categories in certain cases of humor. In addition, using witticism as an example, some language formulations are offered, with puns, irony, and allusions being the most prominent.

Other studies concern on figurative language in songs and newspaper article. Arifah (2016) analyzes the meaning of figurative language in five songs by John Legend. Hyperbole was the most dominant type of figurative language because an exaggeration is used for special effect. Sutrisno & Putri (2017) intend to find the kinds of figurative language and the general meaning in selected lyrics of Justin Timberlake song. The results do not only show the figurative language, but also its meaning. The figurative language found consists of symbol, metaphor, personification, and simile. Arfani & Damayanti (2019) seek to find the figurative language in Katy Perry song. This paper concludes that there are five types of figurative language found in Katy Perry's song. The figurative language found consists of alliteration, idiom, metaphor, simile, and onomatopoeia. Armuzad (2017) analyzes the use of figurative language in sport rubric of The Jakarta Post newspaper. The result shows that the function of figurative language is to shorten the writing, to give a deeper meaning, to create a larger effect and stress to a specific point, and to stimulate ideas, associations, and to give an extra information to the reader. In nearly similar vein, Putri et al. (2016) also explores figurative language, especially in Russel Peter's stand-up comedy. This study finds that various topics were presented, among others are those dealing with ethnicity, issues in society, and culture. In the humor delivery, irony and hyperbole are mostly used to attract the audience's attention. Hyperbole is used to make the joke less aggressive and indirect. In addition, figurative language is used to add creativity in Russell Peter's stand-up comedy performance.

Rostami et al. (2021) concerns on identity issue by focusing on multiple facets of the professional identities of Iranian in-service teachers in exceptional schools. The study indicates that possessing a positive collective identity can downplay the lower identity perceptions by the teachers. Fadlilah (2022) identify Chris Rock's identity through his humor in stand-up comedy. This paper found several identities in Chris Rock's stand-up comedy, such as not being prominent in politics, not being a religious person, believing in racism, having a bad personality but learning through experience, and being a responsible person. Setyaningsih (2014) focuses on identity as produced in linguistic interaction on the Twitter account of @AsliSemarang. The finding of this study suggests that the linguistic elements used in the Twitter posts index and maintain the local identity of the speakers of Semarangan Javanese.

As can be seen from the previous studies above, there has not been any research that analyzes and links linguistics aspects and identity in the realm of comedy. Exploring identity is necessary as stand-up comedians have their own characteristics in performing and representing their persona on stage. Reciprocally in this case, this study gives a certain

identification to Josh Blue, a comedian with disability, to find the special identity he represents and power that he uses as a disabled person by examining the linguistics aspects he employs. Besides, some previous studies above only focus on one aspect while in this research, the researchers analyze the three aspects. This research attempts to fill in the gap from the aforementioned studies as it is aimed at examining the linguistics aspects applied in a stand-up comedy performance and looking at to how these aspects can relate to identity presented by a comedian with disability.

METHODS

This research used a qualitative descriptive method to analyze the data. A qualitative research involves the inductive investigation of the data to identify repeating themes, patterns, or concepts and the description and interpretation of the data (Nassaji, 2015). Meanwhile, (Sulistyo, 2019) explained that descriptive method is a research method that seeks to describe the condition of the object of research in accordance with the conditions found or observed in the field. In this case, the researchers observed the data and made categories, then elaborate the data analysis by using descriptions instead of statistical procedures.

The data source of this study was taken from a video downloaded from YouTube platform on https://www.youtube.com/watch?v=kqs18nd0qgk entitled "Being Disabled Has Its Perks. Josh Blue - Full Special"). JB's utterances in the video was then transcribed and analyzed. The data transcription consists of 347 lines with the duration of 24 minutes 13 seconds. The data were then analyzed by following the steps consisting of classifying the data into figurative language, linguistics features, and joke technique, relating the language elements with the identity JB wanted to show to his audience, and drawing conclusion.

In this research, the analysis follows the frameworks proposed by Abrams (1999) to analyze figurative languages, MacGregor (2008) on linguistic features, Schwarz (2010) on joke techniques. Furthermore, the analysis on linguistics aspects used by JB and identity JB wants to present followed the framework proposed by Burke and Stets (2009). In addition, besides focusing on the verbal aspects, non-verbal aspects were considered to support the analysis.

RESULTS AND DISCUSSION

This section elaborates the research results and discussion in order to answer the research purpose. The purpose of this research is to examine the comedy material applied by the subject to have a further result about the identity conveyed by the subject. This study particularly focuses on linguistics aspects and identity shown by JB. Based on the analysis, the results of linguistics aspects can be classified below.

TABLE 1 | Types of Linguistic Aspect

No	Linguistics Aspects		Σ	%
	Type	Sub-type		
1	Figurative Language	Irony	15	6%
		Hyperbole	8	3%
		Allusion	4	2%
		Sarcasm	12	5%
		Simile	4	2%
		Personification	2	1%
	Sub-total		43	18%
2	Linguistics Features	Silent pause	65	26%
		Filled pause	31	13%
		Repetitions	6	2%
		Repairs	2	1%
		Prolongations	16	7%
		Lexical fillers	29	12%
	Sub-total		149	61%
3	Joke Techniques	Private ridicule	20	8%
		Shared ridicule	4	2%
		Self-ridicule	28	11%
	Sub-total		52	21%
	TOTAL		246	100%

Table 1 describes the total summary of linguistics aspects used by JB in delivering the jokes in his performance. Of 347 lines, 246 lines are identified and qualified as linguistics aspects. The findings consist of figurative language (18%), linguistics features (61%), and joke techniques (21%). In figurative language, the most dominant type is irony. This happens because JB often shares his experience implicitly. This appears to be what creates laughter to audience. In linguistics features, the most dominant type is silent pause. This is because JB's jokes are so funny that most of audiences cannot stop laughing, therefore JB had to wait until the audiences become calm in order to start new topic and avoid sounds colliding with the audiences. In joke technique, the most dominant type is self-ridicule. This is because most topics that JB shared are about his condition of being disabled. Further explanation is described in detail as follows.

1. Figurative Language

In JB's performance, figurative language is found in the forms of irony (15), personification (2), hyperbole (8), allusion (4), sarcasm (12), and simile (4). Some examples are presented below.

a. Irony

Irony refers to a speech or circumstance in which the meaning contradicts the appearance or presentation of an idea. Irony is the used in comedy because humor is resulted from what is common becoming unusual or what is familiar becoming unfamiliar. JB uses irony as can be seen in Excerpt 1.

Excerpt 1

318   JB: That's the great thing about having a
319   disability. When you have one, you can
320   have them all.
(mins. 22:19- 22:27)

In Excerpt 1, JB uses irony to describe his feeling. In the context, JB apologizes if he says something that offends the audience. In case he does offend some people, he acknowledges that he also has the Tourette syndrome but he does not. He claims that is a great thing to have a disability. If the audience have one, they have them all. This sentence shows irony since it does not intend the actual facts. It is not a great thing to have any kind of disability.

b.   Hyperbole

In JB's performance, hyperbole concerns with exaggeration which is used as a rhetorical tool or figure of speech. It may be used either for describe a feeling, emphasize a point, or comedic delivery.

Excerpt 2

223 JB: Some of those players that were so good.
224   Like, the Russian team.
225   I'm just on the field looking at them.
226   Like, okay, well there's nothing even
227   wrong with that guy right there.
228 Audience: [Applause]
229 JB: I call BS number five, man.
230 Audience: [Applause]
231 JB: We better get a neurologist out here!
(mins. 16:01- 16:37)

In Excerpt 2, JB uses hyperbole to exaggerate his utterances. Generally, there is a doctor at the soccer game to avoid medical accidents. A neurologist is a specialist doctor who treats conditions that affect the nervous system. Here, JB uses hyperbole by exaggerating as he wants to bring a neurologist into the match to really check whether the player has a disability or not.

c.   Allusion

Allusion deals with something that can be defined as an inferred reference related with literature. Allusion can be indirect or direct, meaning that JB might explicitly state the name of the thing he is referring to, or he might give a hint to audiences. The purpose of allusion is to give the audiences a context for what is happening, or it can be part of characterization.

Excerpt 3

132 JB: I guess I'll admit that early in my
133   career, I tried to do my
134   show from a Southern Belle point of view.
135   Could never get that to play quite right
(mins. 09:44- 16:37)

In Excerpt 3, JB uses allusion to describe his point of view. The term "Southern Belle" refers to a young woman of an upper class family from the South of the Unites States

(https://www.ldoceonline.com/dictionary/southern-belle). A Southern Belle is polite, respectful, and they use certain words in their speech and generally have a tempting southern accent. JB's utterance can be said as an allusion because Southern belle alludes a reference that describes characteristics of a woman from the South of the US.

d. Sarcasm

Sarcasm refers to a harsh word to mock someone or to criticize something, usually in a humorous way. Particularly, JB uses it to say of what is true to make someone look or feel silly.

Excerpt 4

159   JB: I live in like a dual world like
160   we're walking down the street and
161   somebody come back, oh!
162   can I get an autograph? I saw you on TV.
163   And then, like
164   two steps later, like, get away from me
165   you, drunk ass!
(mins. 12:00- 12:25)

In Excerpt 4, JB uses sarcasm to describe experience. JB has long blonde hair, thick beard, and white skin. JB suffers from cerebral palsy that makes him walk unbalance. Therefore, it makes JB walk like a drunk man. The word "drunk ass" can be classified as sarcasm because it directly offends JB himself that he looks like a drunk man. Furthermore, in this excerpt he satirizes those who admire him and those who want him to stay away from them because he looks like a drunk man.

e.   Simile

JB applies simile to compare two things that are unequal in nature to reveal a similarity between them. He uses simile by making an explicit comparison by asserting that two different things are similar.

Excerpt 5

344 JB: Now, that I know that little trick. I'm
345   walking in like a zombie invasive.
(mins. 23:39- 23:51)

In Excerpt 5, JB uses simile in his speech as indicated by the word "like" in his utterance. Here, JB compare how he walks like a zombie invasive since he suffers from cerebral palsy which is a disease that causes disturbances in muscles, movement, and body coordination. Therefore, JB does not walk like normal people.

f.   Personification

Personification is used to refer an inanimate object, non-human creatures, or abstract thing in human terms. The purpose of this figure of speech is to show inanimate things to life to explain them clearly. JB uses personification to make his speech clearer and to make the audience understand the object.

Excerpt 6

3	JB:	Well, people always ask me if this
4		bracelet is one of those
5		copper magnetic healing bracelets.
6		How does that thing work?
7		Oh yeah man, I was in a wheelchair last
8		week.
9		This thing's been kicking some butt for
10		me, man.

(mins. 00:07-00:34)

JB uses personification to describe his feeling as shown in Excerpt 6. Here, JB gives an attributing human being toward a non-human being thing which is bracelet. JB gives attribute of human being to the bracelet as if it were human that could do a good thing to him and help him walk.

2. Linguistic Features

In terms of linguistic features, there are 162 data that use silent pause (65), filled pause (31), repetitions (6), repairs (2), prolongations (16), and lexical fillers (29). The examples are as follows.

a. Silent pause

In JB's performance, silent pause deals with him being silent intentionally used for a certain purpose. Silent pause is periods of quiet that allow the performer to think about what he or she will say next, or during which the audience can reflect on what the speaker has said previously.

Excerpt 7

87	JB:	it is good to be here you know I'm not
88		from Salt Lake
89		but I look like I am
90	Audience:	(applause)
		(*silent pause for 11 secs*)
91	JB:	just another wobbly guy on the sidewalk
92	Audience:	(applause)
		(*silent pause for 10 secs*)

(mins 06:41-07:05)

In Excerpt 7, JB is joking about himself who look like a person from Salt Lake and poor. There are two lines of situations which are considered as the silent pause. In line 90, JB uses a long silent pause for about 11 seconds. This silent pause has a purpose to give the audience time to understand his joke's punch line. Besides, in this case JB also wants to allow the audience finish their laughs as in that situation, the audience really laugh out loud for long. Pauses before the punch line excite the audience's interest and lead them to speculate about what will happen next, leading to expectations that are rarely met. In many jokes, the disappointment effect generated by the unexpected punch line is the source of laughter. Next, in line 92, JB again uses a long pause for about ten seconds in silent. However, in this line, the purpose of this situation is a little bit different from line of 90. In the line of 92, the use of silent pause is intended to prepare JB to switch to his next topic. Besides his preparation, the silent pause used here is also to give a

'hint' to his audience for getting ready to a new topic coming.

b. Filled pause

In linguistics features, pauses can either be completely silent or filled with vowel sounds. In JB's performance, filled pause refers to him using certain vowel sounds spoken in short to cover the empty state in the stage such as "uh". On the other hand, pauses do not always imply that JB loses his stage, but it is more like a strategy of preparation and essential methods used by JB to maintain his audience's interest and amusement maximally.

Excerpt 8

277	JB:	you know my whole life I've always had
278		people uh… kind of stare at me and uh…
279		you know I thought it was because of my
280		cerebral palsy and then I I went to the
281		Paralympics and then
282		uh… in the cafeteria there's like 3.000
283		disabled people

(mins 20:23-20:36)

JB tells about his experience with other people who stare so hard at him because he has cerebral palsy when he went to a cafeteria which actually all people in that cafeteria also had disability. JB uses three filled pauses in line 278 and 282 in the shape of "uh" spoken by JB. The use of filled pauses in this situation might be caused by JB trying to put back his memory on words he wanted to say to the audience or in other words, the pauses he used were a kind of his planning stage.

c. Repetitions

Repetitions refer to reduplication of word or phrase in order to underline an important meaning for a certain purpose. They are primarily utilized to set the pace of a joke performance. This feature is also used by JB for dramatizing circumstances and making his audience laugh.

Excerpt 9

249	JB:	uh we came up with this
250		game where we would see who
251		could hold open their jacked-up hand
252		longer
253	Audience:	(laughter)
254		(applause)
255	JB:	good game good game

(mins 17:46-18:15)

JB tells his experience with his friends where in the middle of their spare time they were playing a little game. As JB and some of his friends are experiencing the same spot of disability which is hand (jacked-up), one of JB's friend was holding a game. The game was about who can open their jacked-up longest is the winner. In lines 253 and 254 JB was practicing to the audience about the situation in opening his jacked-up hand. At the end of his story, he said "good game" for twice speaking to his other friends to express his excitement to his friends.

In line 255, there is a phrase of noun which is mentioned twice known for using repetition. In that situation, JB clearly repeats his words by saying "good game" twice. The use of repetition in this situation is considered to dramatize the funny odd situation that JB experienced together with his friends. Besides dramatizing, the use of repetition is also meant to raise a humor for the audience.

d. Repairs

Repairs deal with correction of word or phrase spoken by JB to clarify something. Besides reason of making mistake, the use of this feature can be also use intentionally to build jokes.

Excerpt 10
```
44 JB:    I'm sure uh sure glad we got cell phones
45        uh you know come a long way the flip
46        phones was no good for me that uh
47        I missed a lot of call... calls with that
48        one you know
49        gotta get a oyster sucker to open it
```
(mins 03:15-03:33)

JB tells about his experience of having a flip cell phone in Excerpt 10. In his case, JB was always facing a hard difficulty in using the cell phone because one of his hands is jacked-up. This is the reason why JB stated that phone was no good for him because it was hard for him to open a flip cell phone and that is also the reason why he missed a lot of calls.

From Excerpt 10, there is a situation which can be considered as repair. The aspect of repairs can be found in line 47. The first word that he stated is "call" but only in a second he changed that into "calls". The use of repetition in this situation is because JB wanted to underline that he did not only miss a call, but so many calls because of his jacked-up hand.

e. Prolongations

Prolongations refer to the utilization of extending syllable for a certain purpose. The use of prolongations is quite famous among comedians including JB. This feature is used to make a dramatic effect in delivering jokes.

Excerpt 11
```
114 JB:   well I'd like to mention i have cerebral
115       palsy
116       I like to get that out of the way early
117       in the show
118       I do talk about it a little bit you know
119       there's a few reasons i talk about
120       number one is I've come to find if I
121       don't mention it
122       after a little while the audience is
123       like
124       does… he... know...?
125       he has that
126 Audience: (laughter)
```
(mins 08:51-09:34)

JB tells about some of his audiences that may not know completely about him. That is why he mentioned about his condition of having a medical issue named Cerebral Palsy just in case to face audiences who suspected him for knowing nothing about his own condition.

Lines of 124 and 125 are considered as prolongations because he says the words "does he know?" with prolongation. The using of prolongations by JB in this situation is intended to dramatize the situation and build an atmosphere of humor to become funnier.

f. Lexical fillers

Lexical fillers describe words that help comedians to connect them to the previous words or utterances spoken. Lexical fillers can help and make easier for the audiences to understand what the comedian is saying. Generally, the use of lexical fillers can be used to mark a shift in topic or even give the comedian a pause time to consider about the continuation. Example of lexical filler in JB's performance can be seen in Excerpt 12.

Excerpt 12
```
295 JB:   you know represent your country which is
296       great that's awesome i love representing
297       our wonderful beautiful country but
298       you know we're a bunch of crippled dudes
299       trying not to stick out as it is you
300       Know
301       got us all wearing the same goofy
302       Tracksuit
```

JB talks about how good it is to represent a country by using the same tracksuit with his other football team friends. However, he felt a little bit embarrassed because he and his friends have disability. He regarded it as an odd thing to be wore together with his other disabled friends he had.

In lines 295, 298, and 299-300, JB uses lexical filler. The words "you know", "I mean", "like", "basically" are identified as lexical fillers. The using of lexical fillers in this case is to help JB in connecting other words or utterances he used before. The use of lexical fillers in speaking is also for initiating a new topic to start.

3. Joke Techniques

The following section discusses ridicule as the joke techniques in JB's performance.

a. Private ridicule

Private ridicule in JB's performance deals with cornering jokes on certain subject, not to himself, but certainly to someone/somebody. This definition demonstrates that private ridicule is directed at real persons. The use of private ridicule is to make fun, insult, and even attack someone verbally. In ridicule, audience's laughter is kind of feedback which proves their agreement to the jokes delivered.

Excerpt 13
```
173 JB:   A lot of people don't know this about me
174       but for many years, I was a member
175       of the US Paralympic national soccer
176       team.
```

177 Audience: [Applause]
178 JB: Where were you guys at the games?
179   Sure could have used those 30 claps.

In Excerpt 13, lines 173-179, JB uses private ridicule on his joke technique. Here, JB indirectly offend the audience for not coming to his soccer match. JB said that because not much people that attend to his match and support him.

b. Shared ridicule
Shared ridicule refers to joke that is addressed to both the audience and the comedians their selves at the very same time. The using of this joke technique can build rhythm, response, and bounding for both comedian and the audiences.

Excerpt 14
114 JB: Well, I'd like to mention I have
115   cerebral palsy.
116   I like to get that out of the way early
117   in the show. Uh,
118   I do talk about it a little bit. You know,
119   there's a few reasons I talk about.
120   Number one is I've come to find if I
121   don't mention it
122   after a little while, the audience is
123   like…
124   Does he know
125   that he has that?
126 Audience: [Laughter]
(mins. 08:51-09:29)

Lines 114-126 in Excerpt 14 shows that JB expands shared ridicule on his joke. These show that JB makes a parody of the way the audience would react if he did not mention that he has cerebral palsy. On the other hand, he also mocked himself that he has a cerebral palsy and was confidently take the stage. Thus, JB mock himself and the audience simultaneously.

c. Self-ridicule/Self-deprecation
In one of techniques used by JB in his performance, self-ridicule/self-deprecation refers to term used by comedian to make fun of himself in front of the audience. Self-deprecation creates comedy by exposing the comedian's own flaws, which he tries to entertain the audience with. As a result, it can be viewed as a beneficial source of humor, as it helps standup comedians in expressing their selves and also getting the audience to identify comedians' identity with them.

Excerpt 15
61 JB: I went to New York recently, and I tried
62   to hail a taxi, and I caught a pigeon.
(mins. 04:10-04:13)

JB uses self-ridicule in his utterance. JB suffers from cerebral palsy that makes his muscle become stiff. He has a stiff right palm facing inward and shaped like a bowl. While he tried to hail a taxi, he suddenly caught a pigeon in his right hand. Thus, in this excerpt he indirectly makes fun of his disability of having cerebral palsy.

JB's Stand-Up Comedy and Identity
JB used various types of figurative language in order to express his identity on stage. As previously mentioned, irony becomes the most dominant figurative language that JB used in his performance. Irony is about saying something in reverse. Irony is part of JB's identity as a comedian. By applying irony in his joke, JB was able to talk casually about his negative experience so as to create laughter instead of pity to his audience. This slightly shows the identity of JB that as a disable person, i.e., JB does not seem to want to be pitied. That is why he reversed his negative experience into something that is positive and even brings laughter.

Linguistic features are meant as tools that help the speaker to proceed the verbal object. In linguistic feature, the use of silent pause dominates among other types. JB often paused his joke to give the audience time to laugh and to contemplate his next topic. These show the appreciation of JB toward his audience and sense of aware to hinder mistakes.

As it was written above, JB also often uses self-ridicule/self-deprecation in his performance. The use of self-ridicule is highly related to identity Josh Blue wants to show in his performance. By implicitly deprecating himself in the form of jokes, JB seems to want to deliver to the audiences in his point of view for how all this time society regarding on him as a disabled person, an identity of a disabled person that sticks to him.

Excerpt 15
298 JB: you know we're a bunch of crippled dudes
299   trying not to stick out as it is you
300   Know
301   got us all wearing the same goofy
302   Tracksuit
303   all I'm saying coach is just give us a
304   chance
305 Audience: (laughter)
306   just a chance we got people walking by
307   us like
308   oh that's nice they took them to the
309   Mall
310   some of them got stuff

Excerpt 15 tells about a moment where JB shares one of his experiences about going to the mall with his other disabled friends. Lines 308, 309, and 310 show some of people's reactions of seeing them walking at the mall. Society stared differently at them and felt pity for them. Having disability can indirectly build people's perception towards those who have disability. Perception of weak, helpless, and poor are sticking in their identity.

Excerpt 16
329 JB: I was at a restaurant with a bunch of
330   friends
331   and the server went around the table and
332   took everyone's order
333   and then when they got to me they're
334   like
335   and what will he have (glancing to JB)

In Excerpt 16, JB shared his experience with his other normal friends at the restaurant. Line 335 shows how people make interaction with JB. This situation tells where a waiter asked the menus each people (JB's friends) ordered at that table except JB himself. Instead of asking personally to JB, the waiter asked his other friend for what JB wanted to order by having a glance at JB. The waiter did not make any interaction to ask what JB wanted for his order. From JB's story, it can be inferred that being identified as a disabled person can affect how or in what way the society interacts with him.

CONCLUSION

Based on the analysis, it can be concluded that irony is mostly used in JB's performance. Irony is important in his jokes as it can be used to turn tragedy into comedy. In linguistics features, the mostly used type performed by JB is silent pause. This might happen as when performing, JB often waited his audiences to stop their laughs and calmed the situation before changing to the next topic. In joke technique, self-deprecation/self-ridicule is mostly used. This is because JB seemed to put himself or his condition to be the main material of comedy he performed. These findings suggest that the linguistics aspects used by JB demonstrates that disability identity can be a special phenomenon that affects people's perception and their ways of interaction with other people. JB tries to relate each of his experience of being disabled by wrapping it well as his joke technique. JB has a privilege in processing his disability into a primacy in joke technique without looking condescending and even sarcastic. In addition, this present study is expected to contribute specific knowledge in terms of various verbal aspects to stand-up comedians in delivering their jokes. Nevertheless, due to some limitations in this study, several points are worth addressing to improve future studies. As this study only involves one comedian with disability and emphasizes on language aspects and identity, it cannot be generalized with other stand-up comedians with different types of disability. Besides, this study only uses one performance to be analyzed, thus, future researchers are suggested to enhance the number of comedians and performances to analyze to gain a more generalized result.

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Review Locally Tailored ELT Textbooks to Meet Primary Students' Need: Textbooks Development

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Since there is an emerging issue to strengthen students' local identity particularly in expanding circle countries in the midst of globalization, local culture integration in English language teaching (ELT) has lately grown to answer the challenge. Regarding the case, this study presents a textbook development with local culture integration in ELT for young learners as an effort to build students' identity at early ages. It exposes that local culture integration can be inserted to all units in the textbooks for primary students which complement the theme-based curriculum as mentioned in the Ministry of Education and Culture Regulation No. 22 Year 2016. It implies that English textbooks with local culture integration may be modified as a viable and acceptable technique of addressing learners' local cultures while learning foreign language. Further, this textbook development provides current guidance for English teachers on how local culture integration in ELT might increase the energy, motivation, and reasoning for Indonesian young learners to learn English in a meaningful context.

Keywords: ELT, local culture, textbook development, young learners.

INTRODUCTION

Following the removal of English topics for elementary schools in the Curriculum 2013 as stated in the Ministry of Education and Culture Regulation number 22 Year 2016, with the issue of students' identity becoming eroded, English is no longer taught at the primary level. In fact, at the primary school level, English is still a highly desirable subject for students, particularly as a local content topic (Ratri & Puspitasari, 2019). Unfortunately, due to its position as a local subject, the Ministry of Education and Culture does not provide textbooks for English subject at primary level. English textbooks must be prepared by local teachers or stakeholders. In order to address this issue, textbook development is critical since it plays a significant role in the teaching and learning process by supplying materials (Richards, 2001). Furthermore, textbooks are educational resources that offer well-organized information and subject matter in written form and contribute significantly to the learning process (Yulianti, 2015), and it gives a framework that allows the teacher to adapt and modify it into the curriculum being used and aids in instructional direction (Ayu, 2020).

In developing English textbooks for primary students, there are some elements to be considered due to the rapid globalization nowadays. To preserve local culture and strengthen students' identities in the face of massive globalization, the current trend in English teaching, particularly in EFL contexts, is shifting away from the use of English-speaking culture materials to the integration of local culture where English is taught This culture integration is owing to the fact that learning a language necessitates learning culture as well, and therefore language and culture are interdependent (Jiang, 2000; Kanoksilapatham, 2020; Risager, 2007; Royani, 2013).

The view on the integration of local culture has been developed in this decade, and the important role of the inclusion of local culture for learners in ELT has been thoroughly explored. Students will be inspired not only theoretically, but will also find it more effortless to study English from local cultural materials in which usually are specifically aligned with their background knowledge (Khan, 2016; Kristiawan, 2012; Rowsell et al., 2007). Khan (2014) makes a strong claim that teaching a language apart from the students' local context in which it is taught may encourage the teaching and learning process becoming exceedingly uninteresting, irrelevant, and non-contextual. On the other hand, the integration of local culture in teaching English will help students, especially young learners, to experience English learning better by knowing the context from their real lives so that it is easier for them to be involved in the learning process. This local culture integration in ELT has been extended to the primary level, which will hopefully serve as the foundation for all subsequent stages of the educational system (Kanoksilapatham & Suranakkharin, 2018), and thus deserves our entire attention.

Several studies have revealed that the integration of local culture in ELT shows a positive impact because it leads to a better teaching and learning experience (Chinh, 2103; Khan, 2014; Kanoksilapatham, 2015; Kanoksilapatham & Suranakkharin, 2018). Further, Anggraini et al (2018) also convey the same thing in their research in which they developed learning materials by using folklore comprising character values to improve reading skills. The incorporation of folklore in learning materials was designed to broaden students' understanding of local culture and to provide opportunities for them to learn about the character values stated in folklore. This can also drive students to learn from the character values presented in folklore. Mumpuni (2013) and Ruyadi (2010) complement this fact, stating that incorporating local culture into ELT classrooms can help to preserve local culture.

Utari et al. (2016) state the same thing, revealing that the function of local culture becomes extremely significant considering that the learning process that occurs in the classroom, especially for elementary school students, should begin with the nearest environment that students frequently meet. The values of local culture will help students understand each concept in the material so that the knowledge acquired by students is not only limited to knowledge, but can also be implemented by students in the form of real practice outside the school. Local culture integration also becomes a means to develop students' character building as well as help them to act appropriately in real life contexts.

Further, Kirkpatrick (2007) emphasizes that the use of materials with local culture aims to train Indonesian students to communicate in English about their own culture. This is supported by Royani (2013) and Prastiwi (2013) who confirmed that local culture can help students learn English better.

In a nutshell, given the positive effects of local culture integration in ELT and the necessity to provide resources and guidelines for English teachers, textbook development for the primary level with local culture integration is crucial. In particular, most previous studies have mainly investigated the representation or inclusion of cultural values in language textbooks/materials (see Xiong, 2012; Nomnian, 2013; Canh, 2018; Widodo, et al., 2018; Nambiar et al., 2018; Azizah, et al., 2021; Dewi et al., 2022). Surprisingly, none of them discussed developing textbooks with local culture integration for young learners. To respond this issue, our research intends to develop English textbooks for primary students that support local cultural preservation while also strengthening students' identities through the integration of local culture. This is in line with the spirit of the 2013 curriculum which emphasizes character building and strengthening students' sense of nationalism. Furthermore, the incorporation of local culture into the construction of English textbooks provides students with familiarity and engagement with the materials, making it less intimidating for students to learn a foreign language.

Teaching English for Young Learners

Compared to young learners, adult learners progress quicker at first due to their superior methods, cognitive skills, and strong drive, yet younger learners frequently outperform them in the long run. This implies that younger students are more likely to outperform older students in terms of overall achievement. Rachmajanti (2008) theoretically assumed that the younger the children are, the more holistic learners they are. Additionally, in terms of timing, Pinter (2011) states cautiously if there is substantial evidence for the existence of a critical period for L2 acquisition; rather, social, contextual, and individual factors assist to explain the success of many young children. Complex factors that contribute to success include an early start in an optimum setting, constant, rich exposure, opportunity for practice, high motivation, and some formal instruction. Further, in an attempt to explain younger learners' overall success, Oga-Baldwin et. al. (2017) positively claims that younger learners generally benefit from more social support, such as a caring atmosphere, unrestricted access to simple, simplified material, effective educational chances, and cooperative classmates. Moreover, for young learners, learning a language is frequently a process of discovery and growth. When learners develop a positive attitude toward a foreign language, it may lead to a lifetime interest, and many instructional programs strive to make the process of learning a foreign language enjoyable for young learners (Sutarsyah, 2017). Hence, teachers and textbooks as resources in teaching English for young learners play an important role to set direction in the classroom.

In reality, the years spent in elementary school are critical in a child's intellectual, physical, emotional/affective, and social development. They must go through a succession of stages, gradually gaining abilities deemed important by the society in which they reside. The

steps apply to how children learn a foreign language as well. As a result, the method of instruction must be tailored to their developmental stage. They react to language based on what it does or can accomplish for them. Furthermore, young learners have the benefit of being excellent imitators, are typically unselfconscious, and are frequently prepared to participate in activities planned by their teacher. They can give an excellent introduction to the foreign language; therefore, it is important to deliver a context that the learners are comfortable and familiar with (Kanoksilapatham, 2020) like integrating local culture in the community they live in.

Local Culture Integration in English Textbook

The notion of integrating local culture into language materials has been asserted and maintained by a number of renowned scholars (e.g. Kramsch & Hoene, 2001; Foley & Thompson 2017; Risager 2007). Many studies (e.g., Albantani & Madkur, 2018; Kanoksilapatham, 2016; Kanoksilapatham & Channuan, 2018; Kanoksilapatham & Suranakkharin, 2018; Kanoksilapatham, 2020; Yektiningtyas & Br.Ginting, 2020) revealed that inserting local culture into ELT contributes to students' engagement in learning English. The engagement is indicated by students' responses in class as discussed by Intani (2012), that all students enjoyed and were eager to get involved in learning activities, paid attention to teachers' explanation, and most students understood the materials. Further, local culture integration offers familiarity in learning as argued by Royani (2013), that the integration is advantageous since learners know well the topic discussed when they are learning English. When students know and are familiar with the topic given, they will feel motivated in learning English. Students are motivated by familiar objects, ideas or things around them, and they feel engaged with the materials delivered that contain local culture (Kanoksilapatham, 2020).

Beside engagement and familiarity offered, local culture integration also draws students' positive attitude as shown in some studies (Chinh, 2013; Kanoksilapatham & Channuan, 2018; Saraswati et al., 2018; Yektiningtyas & Br.Ginting, 2020). Students are willing to be involved in the teaching and learning process. Students demonstrate their optimistic attitudes towards teaching local culture in the ELT, and they also think that this kind of teaching, if introduced in the classroom, would be stimulating (Chinh, 2013;). In short, the integration of local culture into ELT was highly appreciated by students for the materials are manageable and provide a comfortable learning atmosphere.

The practice of local cultural adaptation is carried out via a textbook. An English textbook used for secondary schools in Thailand contained five predominant cultural aspects as stated by Nomnian (2013), "1) products (rice, sepak takraw, tuk-tuk); 2) practices (cooking, eating and Thai boxing); 3) persons (Siamese king, Vanessa-Mae); 4) perspectives (Thai people, traffic congestion, food, weather, and Thai language); and 5) places (tourist sites such as Phi Phi Island, Phuket, Bangkok, Chiang Mai, and Lopburi)."

This research potentially has some contributions for the design of English language textbooks that are culturally relevant for all language instructors and students. Typically, the students found the module fascinating and fun. The same thing was conveyed by Nambiar et al.(2018) that the local culture integration in textbooks increased students' level of confidence in using English. Textbooks play a crucial role for teachers and learners as one of the sources for learning English, and therefore developing local culture-based textbooks may encourage the integration of local cultures into learning English.

METHOD

The goal of this research is to develop instructional materials for the teaching of English in Elementary school of all grades (1-6) that are local-value loaded. Thus, this research falls into the category of Educational Research and Development. This approach is adapted from the development model by Borg and Gall (1989). This research method includes several stages which need analysis, product development, validation and revision, try-out, and final revision that leads to the final product.

This study was conducted in Batu city involving the English teachers from all elementary schools in the city, the Education Office of Batu City, the elementary school students, the local culture expert, and English for Young Learners and Instructional Materials Development Experts. Those parties were involved in the research serving different purposes.

Needs analysis was done to get insights on what topics and local culture best fit the purpose of the research. This stage involved the teachers, Education office and local culture experts. The data for needs analysis was obtained using two different instruments namely questionnaires distributed to the teachers and interview guidelines to conduct interviews with local culture experts, the Head of Education Office of Batu City, and also to some teachers as the confirmation of the questionnaires they had completed earlier on.

Once the needs analysis was completed, the development stage was initiated. Since there were a total of 6 books for 6 grades to develop, the researchers decided to make 6 teams each of which were responsible to develop 1 book. Each team consisted of the teachers of respective grades assisted by the researchers.

Upon the completion of the product development, the following stage was the expert validation. There were three experts involved in the validation of the products who were: the local culture, English for Young Learners, and Instructional Material Development experts. The role of an expert in local culture to validate the content of the books based on the appropriateness of the local value to be included in the book for pedagogical purposes that matched

with the level of the students. Meanwhile, the English for Young Learners and expert was to validate the contents in terms of their feasibility to be presented for young learners of English. The Instructional Material Development experts were validated the contents from their organization. In doing so, all the experts were handed out a checklist as the instrument.

Prior to the validation stage the following phase was the revision based on the comments and suggestions given by the experts. Once the revision was done, the try-out stage was implemented. The stage was conducted by involving elementary students from each level. The try-out was carried out by the English teacher and the researchers were there to observe. It was from the observation and interview with the teacher and students those inputs on the quality of the book were obtained. After the try-out, minor revision was done and finally the final product has come to its final stage and was considered ready to be used by teachers and students of elementary school from grade 1 to grade 6.

RESULTS AND DISCUSSION

Textbook Development

The textbook's title, Among Tani English, is inspired from the Batu landmark of a government block office called Among Tani. This name was selected to reflect local culture while also offering something that students are familiar with. Once the title was determined, the textbook was then developed. Prior to the construction of the textbook, the distribution of topics from grade 1 to grade 6 was greatly examined. The topics were generated in accordance with the current curriculum, Curriculum 2013 (K-13) which applies thematic-based curriculum for primary school level as alluded to in the Ministry of Education and Culture Regulation No. 22 Year 2016. This is intended to acquaint students with concepts learned in other subjects. When they study English, they learn something related to other disciplines that they are already familiar with in order to make studying English less daunting. Furthermore, the theme-based curriculum, as the topic selection reference, includes Indonesian local culture which is aligned with the English textbook development purpose of incorporating local culture. The distribution of the topics of the textbook from grade 1 to 6 is presented in table 1as follows: The table shows the topics that evenly distributed throughout all grades, with each level containing 8 units. Each unit was designed into 5 consistent sub-units: learning objectives, brainstorming, materials, students' activities, and evaluation. This division attempts to provide both teachers and students with a complete picture of the language learning, including the learning goal, the learning process, and measuring students' achievement of the learning objective. Once the topics were generated and distributed, an English textbook for primary school students was constructed.

The first section of the unit is the learning objectives. The learning objectives presented in the textbook represented the taxonomy bloom's rank, which are remembering (define, list, memorize, and duplicate), understanding (describe, discuss, recognize, explain, and identify), applying (use, implement, interpret, and execute), analyzing (compare, differentiate, examine, and test.), evaluating (value, argue, judge, and defend), and creating (design, develop, and construct). The learning objectives are consistently presented in sequence, beginning with the easiest and progressing to the most difficult. This part of the learning goals attempts to provide guidance to teachers on what students should achieve at the end of the unit.

The section after the learning goals is called brainstorming. This section provides students with the opportunity to tune in to the materials. Before delivering the material, this textbook uses brainstorming as the initial stage in the learning process. The purpose of brainstorming is to expose pupils to the topics they will be learning. The brainstorming is given in light portions like exposing pictures, games, songs, and questions to get students ready to accept the materials. This is also the chance for teachers to dig students' prior or background knowledge on the topic to be discussed.

The materials section is the next section provided in the textbook. It is to provide students with materials that they learn in the particular unit. The materials section for grade 1-2 provide vocabulary and expression used in the topics discussed in that unit. This is because students at grade 1-2 are categorized as very young learners who are still in the progress to learn reading and writing in their native language. To read and write in English at their age seems burdening and results in confusion when learning English with such an arbitrary language compared to Bahasa Indonesia. Thus, the materials section in the textbook for grade 1-2 presents vocabulary, expression and listening to give students language input prior to their productive skill which is speaking. For 3rd graders, they are categorized as the transition from very young learners to young learners. Therefore, the materials of the textbook for grade 3 starts to deliver short reading text in addition to vocabulary, expression and listening. And textbook for grade 4-6, the materials are quite complete from listening to longer reading text. This is due to the fact that students at that age are quite ready with reading and writing in other languages because they have achieved learning reading and writing in their native language. In this materials section, students are given materials as their input and exposure to give them knowledge on the topic they are going to discuss in that unit. By having the input, students are expected to be ready to use the language in the next section.

The following section is about student activities. All activities that take place in the classroom during the learning process that result in a behavior that affects student learning outcomes. In other words, students must be active in capturing/receiving subject matter by being active during the learning process, actively reading when permitted to read, actively raising their hands when the teacher asks questions, actively expressing opinions when permitted to express opinions, and actively asking questions when permitted to

ask. Students are able to recall and memorize the material and attain the learning objectives in each chapter by participating in student activities. Students' activities include listening, writing, reading, and speaking abilities. The activities themselves are quite varied in range, like singing, gaming, performing conversation, writing letters, doing exercises, and many more. These various activities give students opportunities to demonstrate language use as well as experience learning in enjoyable vibes.

Following the materials section, there is an evaluation section. The assessment is designed to assess students' understanding of each topic and it is conducted at the end of the unit. In this textbook, evaluation is also used to enhance the quality of the process and learning outcomes in measuring students' development and abilities after they have completed the entire learning process on each underlying ability. The questions in the evaluation section are divided into three to four sections, each with a different type of question, like multiple choice questions, matching, short answers, problem solving, arranging letters and words, completing sentences, drawing and coloring. This evaluation part completes the textbook by providing teachers with feedback on whether the teaching procedure is successful in assisting students to accomplish the learning target. Furthermore, it serves as a measure for students to see if they truly understand the contents being taught.

TABLE 1| Topics and local culture distribution in Among Tani English Textbook

Unit	1st GRADE		2nd GRADE		3rd GRADE	
	Topic	Local Culture	Topic	Local Culture	Topic	Local Culture
Unit 1	Introduction	Introduction in Indonesian context	Profession at School	Job around schools in Indonesia	In the Garden	Plants and animals seen around the students' garden
Unit 2	Hobbies	Hobbies around the students	In the Playground	Games in Indonesian playground	My Gadget	Electronics devices often used in Indonesia
Unit 3	My Head	-	Daily Activity	Students' daily activities in Indonesia	How is the weather?	Weather and season in Indonesia
Unit 4	Family	Name used is Indonesian names	Things in the Classroom	Objects commonly found in Indonesian classrooms	Things in My House	The kinds of things that are usually in students' house
Unit 5	My House	Rooms in Indonesian House	My Body	-	My Hobby is Playing Kite	The kinds of traditional games in Indonesia
Unit 6	Stationary	Stationery around students	Season in Indonesia	Natural tourist attractions near the student's residence	Peace and Friendship	Asking and giving help expression based on Indonesia politeness
Unit 7	Pets	Pets in Indonesia	Natural Recreational Places	Wild animals in Indonesia	Save Energy	The kinds of energy source that is usually used in students' daily activity
Unit 8	Rainbow	Colors around the classroom	Wild Animals	Traditional and modern transportation in Indonesia	My Earth	-

Local Culture Integration

This textbook's coverage of local culture is based on the environment surrounding students in order to develop students' cognition, character education, teach students to face threats from outside, and provide students with an overview of community life. Local culture can also serve as a foundation for further education, a foundation for life, and a bridge for future generations to preserve society's existing culture. The local culture is integrated to all units in all levels. The distribution of local culture integration is presented in table 1. The local culture to be included in "Among Tani" Textbook is using the local culture in Indonesia and to be specific in Batu. The local culture integration in the textbook is inteded to give students comfortable learning by providing the context that they know.

The local culture integration is varied. The researchers used Indonesian names for the characters used in the textbook, traditional games, and vocabulary selected which are close to their life. Not only in vocabulary selection, but local culture integration is also depicted in the text given in the textbook. The text primarily informs students on the setting with which they are familiar. Local culture is integrated mostly to all topics in the textbook and explored in detail, such as foods and beverages (gado-gado, sate, apple chips, rawon, etc.), natural tourist attraction (Coban Rondo waterfall, Selorejo dam, Brantas river, Panderman mountain, etc.), heroes in Indonesia (Cut Nya' Dien, Imam Bonjol, Kartini, Diponegoro, etc), folktale in Indonesia (the legend of Malin Kundang, the Legend of Sura and Baya, the Origin of Songgoriti Temple), and many more. By integrating local culture, the aim is to provide pupils with familiarity, which will help them engage with the content and feel less intimidated when learning a new language. Furthermore, the integration of local culture helps students understand their roots and establish their identity.

Discussions

Textbooks play a great deal in the teaching and learning process in the sense of providing materials. They serve as the foundation for most of the language input that students receive as well as the language practice that takes place in the classroom (Richards, 2001). Further, Richards elaborates that textbooks may not only serve to complement the instructor's instruction, but they may also be the primary form of contact they have with the language aside from the input supplied by the teacher. In this sense, the sections (learning objectives, brainstorming, materials, students' activities, evaluation) presented in Among Tani English are considered to be sufficient to meet its purpose as a guideline to provide input and teaching activities to assist students enhance their English proficiency. In addition, Textbooks are educational tools that include well-organized content and subject matter in written form and make a significant contribution to the learning process (Yulianti, 2015) which aim to improve students' knowledge and experience during the learning processes. Ayu (2020) adds that the textbook role is to provide a framework for the teacher to adapt to the curriculum used and helps guide teaching by including examples and various exercises following the material being taught. Therefore, "Among Tani" English textbook is designed in accordance with the thematic-based curriculum for primary school, as mentioned in Curriculum 2013. Aside from assisting teachers in adapting to the curriculum, the topics chosen assist students in relating to other disciplines by having a comparable variety of themes to be covered. This also provides pupils, particularly young learners, with materials that they are acquainted with, making the experience of learning a new language less overwhelming.

The implication of teaching first-time English learners, particularly primary school students, must begin with aspects relating to their life surroundings and background culture. Learning English is something many young learners are unfamiliar with; thus, local culture integration attempts to provide students with materials that are relevant to their daily lives to get them familiar and engaged in the process of learning English. Local culture integration supporting the 1994 National Curriculum places emphasis on Indonesian culture. In this research, developing textbook for primary students is considered beneficial since including local culture does not only make students learn English easily because the materials and activities are familiar with their daily lives such as traditional games, traditional transportation, local food, and local recreational places, but it also makes the learners aware of their own culture. The notion of their own culture and what is recognizable to them should be conveyed to the learners initially throughout the adaptation process. The target culture might be introduced later, when they have established their own culture and identity. Learners from expanding circle countries such as Indonesia find it difficult making use of them on account of their irrelevance to their own culture.

Furthermore, Students can learn values that are relevant to their lives by immersing themselves in local culture. Local culture can assist students in developing their own meaning in the learning language (Dewi et al., 2022) and in developing a sense of responsibility for their own culture (Shresta, 2016). The inclusion of local culture in this textbook is intended to raise students' awareness of the culture around them. According to Ratri and Puspitasari (2019), English books that are integrated with local values are expected to help children learn English while getting local values and increase their sense of nationalism. Puspitasari et al. (2021) further asserts that English learning materials provide examples and provide opportunities for students to explore more profound knowledge and skills, not only through theory alone. It may also allow students in their stage of growth to develop their strong character. It assists students in understanding the context of the English lesson being discussed while also introducing them to some of the cultures around them, specifically Indonesian culture.

CONCLUSION

The importance of textbook as materials providers for the teaching and learning has become the spotlight that the content of which has driven materials developers and researchers to come up with many ideas for the best one. In terms of ELT instructional materials, there have been quite a major shift in the latest fashion in the integration of local culture into the instructional material for the teaching of English for Young Learners. This research has indicated that the inclusion of local culture is plausible. English primary school textbooks for grade 1-6 have been created. The textbooks developers have successfully managed to insert local culture that matches with the main topic being presented in each unit. The local cultured insertion comes not only in the form of pictures, but also in the selection of diction and the text. The local culture contained in the textbook has been designed to improve student's cognition, character education and overview of the community where they live in. The textbooks have been tried out and are ready to use in the real classroom setting. Further, students' views on the use of textbook need to be investigated for the betterment of the products.

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The policy to state HOTS in Basic Competence (KD) of 2013 English curriculum and English teachers' practice in developing achievement indicator

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Higher order thinking skills (HOTS) are already a trend in the educational sector. The concepts of HOTS are applied as a policy in the competencies required in the 2013 English curriculum, as stated in the regulation of the Indonesian ministry of education number 22, 2016. The concepts of HOTS are applied in statements of basic competence known as KD (Kompetensi Dasar) in the syllabus, to make all of the processes of teaching and learning result in the student's ability to be able to think and practice higher-order thinking skills in their daily life. This study analyzes the basic competence and achievement indicator written on the lesson plans that are created by the English teachers who follow the national teacher professional development program PPG held by UNESA in 2021. HOTS can be considered a significant point in developing indicators (as the objective) of teaching and learning. The development of indicators should have been in line with the theory of HOTS referring to Bloom's taxonomy; analyzing, evaluating, and creating. However, there are a lot of English teachers who still get difficulties in developing appropriate teaching-learning indicators for fulfilling HOTS concepts. In national practice, the policy of implementing HOTS as the basic competencies may not be carried out fully by the Indonesian English teachers. It is highly recommended that the curriculum developers comprehend the concepts of curriculum and the language theories applied in a curriculum. There should be a strong connection between the policymakers with the practitioners in developing and applying the curriculum.

Keywords: HOTS, basic competence (KD), curriculum, theory, policy, practice

INTRODUCTION

Educational practice cannot be separated from national policy. Therefore, the Indonesian government developed a curriculum that is concerning the abilities required in a global society in recent years. It is expected that the graduates have the competencies to mingle and compete in the global world. Since the curriculum is the art of philosophy of modern education, the curriculum applied in recent years carries out the important skills, HOTS. Implementing HOTS is crucial in recent years because the skills are considered to be significant skills in the 21st century. HOT skills cover analyzing, evaluating, and creating whereas 21st-century skills integrate critical thinking, collaboration, communication, and creativity. Therefore, it can be stated that HOTS and the skills required for 21st-century education are intertwined (Kohler, 2019; Widodo, 2016).

There is a trend to state HOTS as the objective of learning in many countries, previous study in China proves that the implementation of e-schoolbag has significantly endorsed the higher-order thinking skills of primary school students (Lie, 2007). Besides, it is beneficial to provide HOTS to the students because the implementation of HOTS is crucial to forming the characters of the global citizen with creative skills (Rachmawati et al., 2021). The Indonesian government also authorizes the execution of HOTS in the curriculum based on the ministry of education regulation (Permendikbud No. 20, 21, 22, Dan 23 Tahun 2016 Dan Permendikbud No.24 Tahun 2016, n.d.). Concerning the importance of HOTS, the Indonesian government, especially the ministry of education, thinks that there is a need to state the skills in basic competence (Kompetensi Dasar/KD) of the 2013 English Curriculum. By stating HOTS in KD 3 (cognitive domain) and KD 4 (psychomotor domain but known as the language skills) English teachers should develop competency achievement indicators (IPK) in a logical and coherent arrangement.

In the recent curriculum (2013 English Curriculum), the concepts of HOTS (analyzing, evaluating, and creating) were written in the 'basic competence' (Kompetensi Dasar or KD). However, 87% of English teachers get difficulties comprehending the 'KD' (Soenoewati, 2015). She continues by stating that the 'KD' is arranged not in good order based on Bloom's taxonomy. The cognitive domain of Bloom's taxonomy is arranged illogically, for example, KD 3 mentions 'to analyze' but KD 4 states 'to arrange/compose'. In this case that the arrangement of KD 3 and KD 4 is not following the good order of Bloom's taxonomy of the cognitive domain. In this case, the policy to implement HOTS in the educational field is not properly supported by the curriculum developer to write the competencies in good and logical order of higher order thinking cognitive domain.

The curriculum as a legal document should be followed by all educational practitioners, especially teachers. The teachers use the curriculum as a guideline in their activities and teaching-learning process. As it is known that the teachers should develop competency achievement indicators based on basic competence stated in the curriculum. Here, the teachers should apply HOTS while developing the competency achievement indicator as the objectives of their activities in the teaching-learning process. As a consequence, the English teacher should master or surmount the action verbs related to the higher order thinking in developing competency achievement indicators (Indikator Pencapaian Kompetensi/IPK). It is also widely acknowledged that all the activities during the teaching-learning process are carried out based on the competency achievement indicator (the objectives of the teaching and learning process). However, the illogical order of cognitive domain for 'KD 3 and KD 4' may make the English teachers get perplexed to develop the 'IPK' following the order of higher order thinking.

HOTS based on Bloom taxonomy
It is widely recognized that cognition and language development are interrelated in language

education (Ghonsooly & Showqi, 2012; Li et al., 2016; Rachmawati et al., 2021). Regarding the cognitive domain, the cognitive domain was defined and outlined in 1956 by Bloom, whose book has become the standard model for such taxonomies (Porter & Brown, 1997). These categories can help language teachers to think through what students should be able to do. The 1956 learning taxonomy developed by Alan Bloom was updated and improved by (Anderson & Krathwohl, 2001). There are six levels of cognitive ability. The first three levels—remembering, comprehending, and applying—are regarded as lower-order cognitive skills. Additionally, the three other skills—analyzing, assessing, and creating—are regarded as higher-order thinking abilities. The ability to retrieve specific knowledge from long-term memory is referred to as remembering. Understanding, which refers to the capacity to create concepts from verbal, writing, and visual communication, is the second degree of cognitive ability. The ability to implement or carry out a certain technique to overcome challenges and apply knowledge is thus described as applying. The fourth cognitive level is analysis, which is the capacity to dissect a problem into its component parts and make decisions.

2013 English Curriculum Policy and Its Practices
Curriculum developers place a great emphasis on all skills required by students (Cuoco et al., 2021a, Cuoco et.al. 2021b; Dharma et al., 2018). Therefore, the English curriculum is developed to the requirements of the learners' need to be able to use the language in its various textual forms (Null, 2017). In designing a curriculum, curriculum developers should determine its goal (Kostka & Bunning, 2017). A continuum of regional, school-based, national, and worldwide frameworks is employed in curriculum design (Mickan & Wallace, 2019). Furthermore, the curriculum can be used as a starting point for raising a country's educational standards. (Indriyanto, 2012). The curriculum developers should also foster students' success in the future (Guardado & Light, 2020). In addition, education authorities and practitioners should reflect on their policy and practice in language education to face the current challenges of the educational system (Beacco et al., 2016). The difficulty of developing a curriculum has prompted a reconsideration of its role in English education. (Graves & Lopriore, 2009). Moreover, in designing a curriculum, theory, and practice regarding what curriculum today should be taken into consideration (Moore, 2012). In summary, teaching practices are ideally based on the curriculum set by the developers or policymakers to accomplish the general aims of education. Hence, Curriculum developers must also consider the needs and situation analysis of the education aspects like teachers' quality, learners' competence, learning facilities, and the challenges that might occur at schools.

Basic Competence (Kompetensi Dasar/KD) and its development to be the achievement indicator aims and objectives should be determined by curriculum developers because they refer to the knowledge, skills, and values required by learners. The nature of goals in educational program design has sparked significant controversy and debate in the curriculum literature (Richards, 2001). Here,

English teachers are expected to write lesson plans based on the outcomes of policy documents. Teachers will obtain the statement of competencies as the standard to be achieved in the lesson from a policy document or curriculum (Setyono, 2016). Setyono (2016) continues that teachers struggle with breaking down basic competence into indicators and developing learning objectives. As it is also known that basic competence may be regarded as learning outcomes that teachers can develop as learning indicators as the basis to do teaching-learning activities. It can be seen that basic competence in the 2013 Curriculum states HOTS. As a result, the teachers should be able to develop learning indicator achievement using observable and measurable (action) verbs suggested in the classification of Bloom's taxonomy cognitive domain (see Appendix 2).

The basic competence in the 2013 English Curriculum is classified into two types KD 3 (knowledge/cognitive competence) and KD (skill/psychomotor competence). In practice, there is an agreement that the lesson plan developed should cover KD 3 and KD 4. It also happens to the teaching-learning process which is suggested to implement KD 3 and KD 4. KD 3 is considered a lower-order thinking skill in which the learners should identify and comprehend the concepts of certain texts. While KD 4 is regarded as the ability to use the texts in daily communication. Therefore, it is usual that in KD 3, the action verb used is to identify while in KD 4, the action verb used is to compose or arrange the texts in spoken and written form. In addition, KD 4 can be recognized as a higher-order thinking skill. As a consequence, the English teacher should develop the competency achievement indicator following the order from KD 3 to KD 4, from low order thinking to higher order thinking.

METHODS

This study employed a qualitative content analysis technique to analyze the basic competence and achievement indicator known as learning objectives related to the domain of cognitive level of Bloom's taxonomy of higher order thinking skills (analyzing, evaluating, and creating). Lesson plan written by the English teachers who follow the national program, Teacher Professional Program (Program Profesi Guru/PPG) held by UNESA in 2021. The teachers come from all over Indonesia. The lesson plans studied are written by English teachers from East Java, West Java, and Jakarta. This study focuses on the indicator achievement written by the teachers. The content analyzed for this study is basic competence (Kompetensi Dasar/KD) which represents HOTS and indicator achievement as considered teaching-learning objectives developed by English teachers in their lesson plan.

Objects for the analysis

The lesson plan was written by English teachers who followed the Teachers Professional Program (PPG) in the year 2021. The lesson plans selected for this study were written by English teachers from East Java, West Java, and

Jakarta. The lesson plans selected represented HOTS in basic competence (Kompetensi Dasar/KD). The lesson plans were selected to cover all levels of high school, junior high school (grade VIII), senior high school (grade XII), and vocational school (grade X). The basic competencies developed include KD.3.5 & 4.5 for grade VIII, KD 3.1 & 4.2.1 for grade XII and KD 3.5 and 4.5 for grade X. Lesson plan written by English teachers from Jakarta (Junior High School case), West Java (Senior High School case) and East Java (Vocational School case).

RESULTS AND DISCUSSION

The Case for Junior High School Grade VIII

The basic competencies shown for Grade VIII consist of 13 competencies (Appendix 1). The English teacher wrote the lesson plan based on basic competence 3.5 and 4.5 which states that the students will be able to compare social communicative function, generic structure of the text, and linguistic features of some special texts in the form of greeting cards to give and ask information concerning special days following the context of its use (3.5), while for the basic competence no 4.5 which states to arrange/compose/set up special texts in the form of a greeting card (correctly and properly with the context), very short and simple related to special days and pay attention to the social function of the text, generic structure and linguistic features of the text.

Analyzing the basic competence above, it can be considered that the cognitive competence required to compare is quite ambiguous. The word compare may belong to the understanding cognitive domain or evaluating cognitive domain. The definitions of the word 'compare' according to revised Bloom's taxonomy action verbs are 'demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas' ('understanding cognitive domain') and 'present and defend opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria. Judging from the definition given, it can be traced that the outcome of this basic competence is the ability to evaluate the cognitive domain. However, the following basic competence to arrange or set up may belong to the understanding cognitive domain. In this case, it seems that there is a lack of coherence. Instead, the arrangement of basic competence does not begin with something less difficult to something difficult. There is a declining ability from evaluating to understanding.

Studying the achievement indicator written by the teachers which state 'to identify', 'to classify', 'to determine', 'to arrange a text', and 'to present'. Here, it can be found that there is no coherency of the ability. The indicators are started with identifying and classifying, but it declines to determine which means to name which belongs to the remembering cognitive domain. While the teaching-learning process will be ended by giving a presentation of the text which has been arranged/set up in the previous

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activity. There is an illogical order of thinking presented in the competency achievement indicators written by the teacher. The study finding supports the previous study that teachers still encounter problems in developing HOT indicators and basic competence in a lesson plan (Indriyana & Kuswandono, 2019; Sukmawijaya et al., 2020; Yunita et al., 2020).

The Case of Senior High School Grade XII

The case of grade XII basic competence is similar to the case of grade VIII, whereas the basic competence of no 3.1 is caption text (the students will be able to compare social communicative function, generic structure of the text, and linguistic features some special texts in the form of a caption to give and ask information concerning pictures /photo/graph/table following the context of its use). The basic competence for KD 4 (4.2.1) is to comprehend text contextually concerning the social function of the text, generic structure, and linguistic features of special text caption related to picture/photo/table/graph/chart by the context of its use. The basic competence selected here is no 3.1 'to compare' which has two definitions based on In accordance with Bloom's definition, students should "show understanding of facts and ideas by arranging, comparing, translating, interpreting, giving descriptions, and articulating important concepts." 'Present and defend beliefs by making judgments about facts, the validity of ideas, or quality of work based on a set of standards' ('understanding cognitive domain'). Judging from the definition given, it can be traced that the outcome of this basic competence is the ability to evaluate the cognitive domain).

While for the basic competence 4.2.1 is 'to comprehend the text contextually concerning the social function of the text, the generic structure of the text, and the linguistic features of the text in the form of special text, a caption for picture/photo/table/chart/graph. Evaluating the coherence of the basic competence from cognitive (KD 3) to basic competence (KD) 4, there is a decline in the cognitive domain. If the verb 'compare' belong to the cognitive domain 'evaluating', the following cognitive domain should be the 'creating' cognitive domain. The basic competence stated in KD 3 and KD 4 seems illogically arranged. Soenoewati (2015) findings that teachers complicate the formulation of KD that reflects their incapability to understand and develop the appropriate achievement indicators that accommodate HOT skills in basic competencies.

The indicator achievement was written by the teacher from West Java and also shows lower order thinking cognitive domain, although the last indicator achievement uses the action verb evaluating. The indicator achievement is started with the action verb 'to identify', followed by 'to classify', then 'to determine'. For basis competence 4, the teacher used action verbs 'to detect', 'to develop', and 'to evaluate'. The competency achievement indicators written by the teacher seem to be logically developed although the basic competence stated in the curriculum is not arranged in good order based on Bloom's taxonomy (Anderson et al.,

2001; Sholikah et al., 2021; Wilson, 2013). It can be acknowledged that the teacher followed the logical order of the cognitive domain of Bloom's taxonomy and comprehend that different action verbs should be used in formulating the achievement indicator to reflect students' lower-order or higher-order thinking skills.

The Case for Vocational School Grade X

The syllabus for vocational is different from general high school. The English syllabus for vocational schools seems to be modified to be relevant to the need and the situation at vocational schools. The basic competence for a cognitive domain, no 3.5 is 'to analyze the social function of the text, the generic structure of the text and linguistic features some special texts in the form of announcement, giving and asking information concerning activities at school or workplace which is following the context of its use'. The basic competence of KD 4.5 is to 'arrange special text in the form of announcement, spoken or written, short and simple by paying attention to the social function of the text, the generic structure of the text and the linguistic features correctly and relevant to the context of its use'. The basic competencies stated in the syllabus show the declining ability related to the cognitive domain, from analyzing to applying. As it is known that in the process of teaching-learning, philosophically teaching something simple to something complicated.

The English teacher from East Java develop the indicator achievement for basic competence cognitive domain as follow, 'to ask generic structure of announcement relevant to the context of its use', 'to arrange the generic structure and expression about announcement related to its contextual use', 'to divide the students to make expression about announcement relate to the context', 'to make the generic structure from a various expression of announcement related to the contextual use'. While for the basic competence (KD 4), the teacher developed competency achievement indicators as follows, 'to present either in spoken or written mode' and 'evaluating the presentation'. The coherence of the cognitive order is questioning, not linear from remembering, understanding, applying, analyzing, evaluating, and creating. If the basic competence starts with analyzing, it should be followed by evaluating and creating. Therefore, the order of KD 3 and KD 4 does not follow the proper order of Bloom's taxonomy. In addition, it seems that the teacher would teach the text indiscreetly.

Lie, 2007 claims that despite many years of formal English education, the results were unsatisfactory. Very few high school graduates are able to speak English clearly. Additionally, a lot of English teachers in Indonesia are not native speakers of the language they are instructing. Students were taught specific language abilities, such as grammar or vocabulary, rather than how to utilize English in context for everyday communication. Furthermore, she also mentions that the educational practitioners do not reflect the ideals of the curriculum concerning the development of basic competencies based on HOTS. In practice, English teachers still get difficulties developing basic competencies stated in

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the curriculum into indicator achievement (Soenoewati, 2015). The process of disseminating the new curriculum should be carried out seriously so that the confusion about the concepts of the curriculum can be minimized. The 2013 Curriculum has been implemented for almost 7 years, but many English teachers do not know the linguistic concept underlying the basic competencies and also the teaching-learning materials. Therefore, the teachers and also the students do not get the gist of the curriculum as so many teachers still teach English discreetly. Therefore, teachers as the key curriculum implementers should change their perspective on the changing teaching-learning strategy (Nurhattati et al., 2020).

In developing the basic competencies as the indicators of curriculum goals and objectives, it is really important to follow Bloom's taxonomy correctly, so that there will no confusion in arranging the basic competence as the basis in doing the teaching-learning process. It can be seen in the basic competencies stated in the curriculum seems that the basic competencies are not arranged following the theoretical framework of Bloom's taxonomy. The basic competencies stated in the curriculum do not follow the correct order of cognitive domain, from lower order thinking to higher order thinking. Therefore, it is very significant for curriculum developers and curriculum practitioners to have a proper understanding of how to develop basic competencies following Bloom's taxonomy. As a legal document, the curriculum should be developed to meet the need of the learners and also society's demands. As it can be seen that basic competence is the main focus in designing the teaching-learning process.

To keep up with developments happening in the world in all areas, the curriculum has remained open to improvement. (Kaya & Ok, 2016). A curriculum's primary objective is to assist everyone engaged in educational advancement in molding the personalities of the learners (Null, 2017). Null continues to state that curriculum is the heart of education. The curriculum has retained its institutional identity. Consequently, the curriculum should be redesigned (Madya, 2002). Improving the curriculum without improving the quality of the teachers will not be considered successful. It has been proven by the cases in which the teacher does not have enough knowledge to develop indicator achievement using Bloom's taxonomy cognitive domain. If the indicator achievement developed by teachers is not fulfilling the concepts appropriately, the teaching-learning process will not run effectively. As a result, if the objectives of the teaching and learning activities cannot be achieved, it will be a failure. As a fact, the students still have inadequate ability to use English for communication as required by the curriculum. Many curriculum experts contend that numerous factors must be considered in order to achieve desired results, including the adherence of curriculum practitioners to established standards. (Kaya & Ok, 2016). Therefore, the dissemination should be planned well and those who are involved in the dissemination program are the experts. As the consequence, in disseminating a new curriculum, not only education experts should participate, but also the

experts if the field of study should be involved. Any workshop or training held by the government or any educational institution should be well planned and given by a real speaker who masters the content of the curriculum.

CONCLUSION

In developing and applying a curriculum, there should be a strong connection between the policymakers with the practitioners. The dissemination of the curriculum should involve those experts in the theory and applying the curriculum. In addition, in developing a curriculum, it is significant to critically design it. As a legal document, the curriculum should be written in a logical order and concise, fulfilling the theories underlying its development, so that there will be no confusion among the curriculum practitioners. The practice of applying the curriculum, 2013 English Curriculum, is still not satisfying related to the teachers' ability in developing competency achievement indicators. This will be a failure in the field of teaching and learning English.

It is highly recommended that the curriculum developers should comprehend the concepts of the curriculum and the language theories applied in the curriculum. It cannot be neglected that the linguistics applied in the curriculum should be arranged following the theory of teaching-learning a language, especially English, and how assessment is conducted to measure the learners' ability in using the target language, English. The basic competence as the objectives of teaching and learning should be properly written following Bloom's taxonomy. In determining the basic competence as the standard to be achieved by English learners, it should be developed wisely following the level of Bloom's cognitive skills, especially in arranging from lower order thinking to higher order thinking.

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APPENDICES

Appendix 1. Indicators made by the English teachers

Junior High School case (Grade VIII)

Kompetensi Dasar (Basic Competence)	Indikator Pencapaian Kompetensi (Achieving Indicator Competence)
3.5. membandingkan funsi sosial, strukturn teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	1. mengidentifikasi aspek dan komponen dalam greeting acrd terkait dengan memberi dan meminta informasi dengan tepat 2. mengklasifikasikan teks greeting card dengan mempertimbangkan body/isis dalam greeting card 3. menentukan jenis-jenis greeting card terkait dengan hari-hari spesial dengan tepat
4.5. Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	1. membuat teks greeting card terkait dengan hari-hari spesial dengan tepat 2. menampilkan hasil karya kelompok dan menempel hasil karya teks greeting card

Senior High School case (Grade XII)

Kompetensi Dasar (Basic Competence)	Indikator Pencapaian Kompetensi (Achieving Indicator Competence)
3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaam beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya	1. Siswa dapat mengidentifikasi fungsi dari teks caption 2. Siswa dapat mengklasifikasikan struktur teks dan unsur kebahasaan dlam teks caption 3. Siswa dapat menentukan jenis-jenis teks caption
4.2.1 menangkap makna secara kontekstual terkait funsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan	1. Siswa dapat mendeteksi informasi yang hilang dalam caption teks 2. Siswa dapat mengembangkan teks caption 3. Siswa dapat mengevaluasi teks caption

Vocational School Case (Grade X)

Kompetensi Dasar (Basic Competence)	Indikator Pencapaian Kompetensi (Achieving Indicator Competence)
3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya	1. Menanyakan struktur teks mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya 2. Menyusun struktur teks dan berbagai ungkapan mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya 3. Membagi peserta didik membuat teks ungkapan mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya 4. Membuat struktur teks dari berbagai mungkapan mengenai pemberitahuan (announcement) sesuai dengan konteks penggunaannya
4.5.Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	1. Mempresentasikan secara lisan dan tertulis pemberitahuan (announcement) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan 2. Memberikan penilaian terhadap teman yang mempresentasikan teks (announcement) dengan konteks penggunaan

Appendix 2. Revised Bloom's Taxonomy Action Verbs

A taxonomy for learning, teaching, and assessing. (Anderson, L.W., & Krathwol, D.R. 2001)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	Solve problems in new situations by applying acquired knowledge, facts, techniques, and rules in a different way	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations	Present and defend opinions by making judgments about information, the validity of ideas, or the quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions
Verbs	Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classifying Compare Contrast Demonstrate Explaining Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationship Simplify Survey Take part in Test for Theme	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Makeup Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

EFL students' perception on Grammarly premium's feedback and dealing with inaccuracies

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Grammarly is one of the famous Automated Writing Evaluation (AWE) tools used by EFL students. Many studies have revealed that this tool can improve students' writing. However, studies evaluating Grammarly's feedback accuracy, especially the premium version, are still limited. This study aims to: (1) explore EFL students' perceptions of Grammarly premium feedback, (2) provide a detailed analysis of the types of inaccurate feedback provided by Grammarly premium, and (3) investigate how students handle inaccurate feedback. This mix method study used a questionnaire, semi-structured interviews, and documentation to collect the data. The participants were undergraduate EFL students who were writing or had completed their thesis. The results indicate that: (1) students have positive and negative perceptions on the use of Grammarly Premium. They claimed that Grammarly Premium helped them in writing. The 'correctness' feature improved spelling, grammar, punctuation, convention, article, and consistency. The 'clarity' feature improves readability, such as conciseness and passive voice. The 'engagement' feature made writing varied and the 'delivery' feature to get the right tone. On the other hand, students complained about the need of a stable internet connection to work properly and require additional proofreading due to some inaccuracies. (2) Inaccurate feedback generally occurred in the features of correctness (convention, spelling, punctuation, article, and consistency), clarity (passive voice and conciseness), and engagement (variety). (3) Students continued to use Grammarly Premium because it helped them self-proofreading even though it had some shortcomings. In short, students still preferred to use Grammarly Premium with some concern in accepting the provided feedback.

Keywords: EFL students, Grammarly feedback, Inaccuracy, Writing

INTRODUCTION

The rapid development of technology allows students to use various applications to help them in writing, such as Grammarly, ProWritingAid, Ginger, WhiteSmoke, and Reverso. Those applications are helpful for checking grammar accuracy. Mozgovoy (2011) stated that grammar checkers help students check grammatical errors in a text. The grammar checker which is also known as AWE (Automatic Writing Evaluation) program could be used to find grammatical errors in writing, such as correcting punctuation, verb tenses, articles, and spelling. Ranalli (2018) argued that students positively perceive the AWE programs. They claimed that the AWE programs provide valuable feedback. One of the AWE programs frequently used by students in Indonesia is Grammarly.

Grammarly as the most popular online grammar checker application is available in two versions, namely free and paid (premium) version. According to Grammarly. inc (2022), 30 million people use this application to improve their writing skills every day.

Grammarly helps them identify and replace complicated sentences with more appropriate ones and correct spelling, punctuation, and grammar. A free account could improve the students' everyday writing. Whereas, a premium account with more exclusive features will help them enhance their English competence at school, at work, and anywhere else. Nova (2018) stated that Grammarly offers valuable suggestions for making writing more readable, clear, and mistake- free. Those advantages make many people prefer to use Grammarly, especially students at the university. Indeed, one of the universities in Australia had chosen Grammarly as a grammar checker in writing (O'Neill & Russell, 2019b). It was supported by the study of Cavaleri and Dianati (2016) that students in Australian higher education have positive thoughts about Grammarly. They claimed that Grammarly was helpful, easy to use, helped them understand grammatical rules, and improved academic writing.

Continuing this Automatic Writing Evaluation (AWE) tools trend, many institutions offer AWE tools to facilitate their students. One of the examples is Library UIN Malang that provide Grammarly Premium facilitation and training for the students. Quoted from Perpustakaan Pusat UIN Malang (2021) instagram account, there are several online Grammarly Premium trainings held every month. This training is free and both students and lecturers could join if they want to improve their English writing for thesis writing or journal article purposes. In this case, student perception is considered important because their response to this application is useful for evaluation purposes.

In recent years, studies about the effectiveness of the free-version of Grammarly application in writing have been mushrooming. Those studies showed that Grammarly has strengths in improving students' writing skills (Guo et al., 2021; Karyuatry, 2018; Pratama, 2020). In addition, the use of Grammarly can save many of their time (Lailika, 2019; Nova, 2018). However, Grammarly also has some drawbacks. One of them is Grammarly cannot provide direct feedback if the internet conditions were unstable (Fitria, 2021; Lailika, 2019; Pratama, 2020). Another drawback that often occurred is that Grammarly's feedback was not always accurate (Dodigovic, 2021; Fitria, 2021; Nova, 2018; Pratama, 2020).

Based on the previous studies above, it can be concluded that Grammarly was good, even though some of them noted that its feedback was not always accurate. However, no one of those previous studies discuss the kinds of feedback that are often inaccurate. The Grammarly used in those studies is also free version. Therefore, the research questions addressed in the present study include:

1. How do EFL students perceive Grammarly premium's feedback?
2. What kinds of inaccurate feedback provided by Grammarly premium?
3. How do students deal with the inaccuracy?

This topic is important to explore due to several reasons. Firsly, many of the previous studies stated that feedback provided by Grammarly was not always accurate, but the types of inaccurate feedback remain insufficiently documented. Secondly, identifying the common misleading feedback provided by Grammarly will be beneficial for the users so that they will be more aware in accepting the feedback. Lastly, the findings of this study will contribute to the existing knowledge on the use of AWE programs.

METHOD

Design

The present study employed mixed methods aiming at exploring students' perception of Grammarly premium's feedback, identifying types of inaccurate feedback, and investigating students' responses toward inaccuracies. Data were collected through both quantitative (questionnaire) and qualitative methods (intereview and documentation).

Participants

The subjects of this study were English Education Department students' class of 2017 and 2018 at UIN Malang, Indonesia. During preliminary research, the researchers found 22 students who were extensively used Grammarly Premium to assist them during thesis writing. Hence, they were chosen to be the participants of the survey section. Then, the researchers chose five of the 22 surveyed participants for the interview section to find an in-depth understanding of their usage experiences. This five were selected due to availability and they also added Grammarly Premium to their Microsoft Word. Next, the researchers randomly chose three participants from the interviews to participate in the documentation session. They were chosen because all interviewees had the same responses, and three of them were considered to represent the entire answers.

Data Collection

In this study, the researchers distributed a questionnaire in two weeks, from April 4th to April 18th, via Google Form. The questionnaire was adapted from Lailika (2019) with some modification and before distributing to the participants it was through expert validation. It contained 28 items in the form of a 5-point Likert scale ranging from; strongly agree, agree, neutral, disagree, and strongly disagree. It covered students' perception on motivation to use Grammarly premium (6 items), strengths of Grammarly premium (16 items), and weaknesses of Grammarly premium (6 items). Another instrument to collect data was by interviewing selected participants.

A semi-structured interview was conducted from April 20th until April 22th, 2022. To ensure quality interactions between the researchers and participants, the interview was conducted in a quiet place where there was no distraction and the participants feel safe and comfortable. The researchers asked one topic of the questions then let the participant elaborated their experience when using Grammarly Premium. The participants were consisted of five students, three males and two females. The interview took for about 7-10 minutes per participant. Documentation was the last session in collecting data, from April 23th to April 24rd, 2022. It used to strengthen the information obtained from questionnaire and interview.

Data Analysis

Both quantitative and qualitative data analysis were exployed in this study. According to Ary et al. (2010), data analysis had four stages: coding, data reduction, data display, and conclusions. The researchers did analysis as follows:

a. The researchers calculated the result of the questionnaire using descriptive statistics using the formula as stated by Solfema (2021):
P = F/N * 100%
P: Percentage
F: frequency
N: The number of participants

b. The researchers transcribed the results of the interviews and analyzed them by the category which are students' motivation of using Grammarly Premium, the strengths of Grammarly Premium, and the weaknesses and inaccurate feedback they found when using Grammarly Premium. Then it would be correlated with the results of the questionnaire and previous research.

c. The researchers described the result of the documentation using qualitative descriptions to support the previous information.

d. The researchers drew a conclusion based on the data above.

e. The researchers used the triangulation technique to compare the information obtained with the relevant theories to avoid subjectivity and displayed them based on three categories; motivation of using Grammarly Premium, the strengths of Grammarly Premium, and the weaknesses and inaccurate feedback when using Grammarly Premium.

RESULTS AND DISCUSSION

Results of Questionnaire and Interview

Table 1 showed the percentage of the answer frequency by the students. It consisted of 3 sections and the first one is related to motivation for using Grammarly Premium. The first statement, "It was important for me to get grammar feedback on my writing," showed that 50% of the students strongly agreed, and 45.5% agreed that it was important to get grammar feedback in writing. On the other hand, one student strongly disagreed (4.5%), and none of the students disagreed and was neutral with this statement. It indicated that they need to get grammar feedback on their writing. During the interview section, all of the participants stated that they use Grammarly Premium especially in academic writing. P1 stated that he used it almost every day to check their grammatical problems. P2 did the same thing that he immediately checked using Grammarly Premium after writing because he did not want any mistakes in his writing.

The second statement was, "I don't always feel confident with my writing skills." The results showed similarities in the number of students who responded neutral and agreed (36.4%). Then, 18.2% agreed with this statement while 9.1% stated disagree, and no one expressed strongly disagree with this statement. This result implied that more than half of students feel insecure in their writing. In the interview section, P2 said that he often used Grammarly Premium in academic writing because he did not fully understand the appropriate grammar.

The third statement showed a positive response to the statement, "I always use Grammarly Premium in thesis writing." The result showed that nearly half of students (45,5%) said they strongly agreed, and 31.8% stated they agree. At the same time, a small part of students remained Neutral (22.7%). There are no students who expressed disagreement and strongly disagreed with this statement (0%). It was proved by the results of the interview. P1 stated that he used it almost every day. P2 did the same thing that he immediately checked using Grammarly Premium after writing, while P3 used it about four times a month. They often use Grammarly because as final students, they were required to be more careful and pay attention to grammar rules in their writing to get a bachelor's degree.

The fourth statement focused on Grammarly Premium's feedback on improving writing skills. The results showed that 36.4% of the students strongly agreed, and half agreed (50%) with this statement. In comparison, there were only 9.1% who said neutral, 4.5% stated disagreement, and no one claimed strongly disagree. Thus, it indicated that they agree that Grammarly premium's feedback could improve their writing skill. P1 also revealed that Grammarly Premium helped him to write a good thesis because he could learn grammar rules through the given feedback.

Then, statement number five, "Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing," got a positive response from students. 31.8% stated strongly agree, 50% of students claimed to agree, and 18.2% said neutrally. On the other hand, no one disagreed and strongly disagreed with this statement. It could be concluded that most students agreed that Grammarly Premium's feedback overcomes problems in linguistic obstacles when writing. P4 also said that Grammarly Premium was one of the well-known applications for correcting incorrect grammar in writing. Grammarly could assist her in boosting their grammar abilities to avoid misunderstandings and fatal mistakes.

TABLE 1| Students' Perception on Grammarly Premium

Motivation to use Grammarly Premium

No.	Statements	SD	D	N	A	SA
1.	It was important for me to get grammar feedback on my writing	4.5% (1)	0%	0%	45.5% (10)	50% (11)
2.	I don't always feel confident with my writing skills	0%	9.1% (2)	36.4% (8)	36.4% (8)	18.2% (4)
3.	I always use Grammarly Premium in thesis writing	0%	0%	22.7% (5)	45.5% (10)	31.8% (7)
4.	Grammarly Premium's feedback improve my writing skills	0%	4.5% (1)	9.1% (2)	50% (11)	36.4% (8)
5.	Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing	0%	0%	18.2% (4)	50% (11)	31.8% (7)
6.	Grammarly Premium encourages me to do independent proofreading	0%	0%	18.2% (4)	59.1% (13)	22.7% (5)

The Strenghts of Grammarly Premium

No.	Statements	SD	D	N	A	SA
7	Grammarly Premium's feedback makes me feel more confident with my writing	4.5% (1)	0%	0%	54.5% (12)	40.9% (9)
8.	Grammarly Premium helps me understand English grammar rules	4.5% (1)	9.1% (2)	18.2% (4)	54.5% (12)	13.6% (3)
9.	Grammarly Premium helps me correct my language style in writing	4.5% (1)	4.5% (1)	4.5% (1)	63.6% (14)	22.7% (5)
10.	Grammarly Premium helps me correct grammar in writing	0%	0%	9.1% (2)	50% (11)	40.9% (9)
11	Grammarly Premium helps me correct spelling in writing	0%	0%	13.6% (3)	50% (11)	36.4% (8)
12	Grammarly Premium helps me correct punctuation in writing	0%	0%	9.1% (2)	54.5% (12)	36.4% (8)
13	Grammarly Premium gives a clear explanation of the error in my writing	0%	4.5% (1)	22.7% (5)	45.5% (10)	27.3% (6)
14	Grammarly Premium saves my time in correcting my writing errors	0%	0%	0%	54.5% (12)	45.5% (10)
15	Grammarly Premium gives detailed feedback	0%	9.1% (2)	22.7% (5)	40.9% (9)	27.3% (6)
16	Grammarly Premium gives an alternative word choice to make writing more various	0%	0%	9.1% (2)	59.1% (13)	31.8% (7)
17	Grammarly Premium gives suggestions on wordy sentences to make them clear	0%	0%	4.5% (1)	71.7% (16)	22.7% (5)
18	Grammarly Premium gives suggestions on passive voices sentence to make them more direct /concise	0%	4.5% (1)	18.2% (4)	45.5% (10)	31.8% (7)
19	Grammarly Premium helps me to provide the more appropriate word in the context of the phrase	0%	4.5% (1)	4.5% (1)	63.6% (14)	27.3% (6)
20	Grammarly Premium helps me to correct conventions in my writing	0%	0%	18.2% (4)	63.6% (14)	18.2% (4)
21	Grammarly Premium helps me to check the formality style I want to carry in writing	0%	4.5% (1)	4.5% (1)	68.2% (15)	27.3% (5)
22	Grammarly Premium helps me to correct the clarity of writing	0%	0%	18.2% (4)	59.1% (13)	27.3% (5)

The Weaknesses of Grammarly Premium

No.	Statements	SD	D	N	A	SA
23	Grammarly Premium needs a stable internet connection to be used comfortably	0%	27.3% (5)	4.5% (1)	36.4% (8)	36.4% (8)
24	The Grammarly feedback is not always helpful	4.5% (1)	36.4% (8)	22.7% (5)	22.7% (5)	13.6% (3)
25	I do not agree with some Grammarly suggestions	0%	13.6% (3)	31.8% (7)	45.5% (10)	9.1% (2)
26	I found some difficulties when using Grammarly Premium	9.1% (2)	40.9% (9)	13.6% (3)	31.8% (7)	4.5% (1)
27	Grammarly premium does not help me in improving my writing quality	13.6% (3)	54.5% (12)	13.6% (3)	9.1% (2)	9.1% (2)
28	I found some misleading feedback from Grammarly Premium	4.5% (1)	13.6% (3)	45.5% (10)	18.2% (4)	18.2% (4)

Statement points six showed that 22.7% of the students said they strongly agreed, and more than half of students (59.1%) agreed that Grammarly Premium encouraged them to do independent proofreading. In comparison, a small part of them (18.2%) remained neutral, and no one chose to disagree or strongly disagree (0%). Thus, it proved that Grammarly premium encouraged students to do independent proofreading.

The second part of the discussion was about Grammarly Premium's strengths. Statement seventh showed that 54.5% agreed and 40.9% strongly agreed that the participants felt confident in their writing after using Grammarly. P2 confirmed this statement by saying he did not feel confident with his writing, but after using Grammarly, he felt more confident with the grammar rules in his writing. Aside from that, the users also viewed Grammarly as a tool or media to help them understand English Grammar rules. Statement eighth showed that 54.5% agreed and 13.6% strongly agreed that Grammarly helped them learn and understand English grammar.

The next statements were about how Grammarly Premium could help users correct grammar, spelling, and punctuation. These three kinds of feedback were the default feature provided by Grammarly both in free and paid versions. The current data revealed the majority of the students (around 90%) agreed and strongly agrred that Grammarly Premium could correct grammar, spelling, and punctuation in their writing. In Grammarly, this feedback was included as correctness feedback where the users got a red underline if the word was misspelt and incorrect punctuation. For example, if the users wrote 'foriggn', Grammarly detected it as a misspelt word and suggested the closest word that is 'foreign'. From interview section, P5 said "I only know Grammarly as an online grammar checker. In addition, premium features are very useful for checking grammar errors, spelling, punctuation, and word order."

Then, the advantage of Grammarly premium was that it provided features to correct convention, included in the correctness feature. It was in line with (Grammarly.inc (2022) which stated that Grammarly provides convention features. Its function is to check for comma errors without spaces, correct capital letters, and other dialect issues. Same with the theory, the current study result showed that 63.6% of the users agreed and 18.2% strongly agreed with this statement. Moreover, Grammarly Premium advised the correct writing rules by paying attention to writing consistency. For example, using consistent punctuation, date and time, or following a specific style guide according to the chosen writing style, whether American, British, Australian, or Canadian English.

Another Grammarly Premium feature is about clarity of writing. 59.1% of the participant agreed and 27.3% strongly agreed that with the paid-premium version of Grammarly, they could get various feedback regarding the writing clarity. The clarity feedback included a suggestion of wordy sentences, incorrect passive voice usage, and conciseness.

The current finding showed that 71.7% agreed and 22.7% of the participants strongly agreed with the statement that Grammarly Premium could give feedback on hard-to-read sentences and suggested a more easy-to-understand sentences choice. As P5 said, she liked the re-phrase sentence from Grammarly because it helped them repair the wordy sentence.

While for passive voice usage, 45.5% agreed and 31.8% of the participants strongly agreed that Grammarly Premium could give feedback on incorrect passive voice usage to make the sentence more direct. Lastly, Grammarly Premium also helped students check the writing delivery that students wanted to carry in writing (formality level). In this context, students could set their writing goals. The current study found that 68.2% agreed to this statement, and 27.3% strongly agreed. They could choose Informal, neutral, or formal (Grammarly.inc, 2022) It was proved by the interview result from P3, who said that he could set these writing goals, starting from who the readers are, what language, and so on in Grammarly Premium.

The next part of the questionnaire is about Grammarly's weaknesses. The first statement in this part is, "Grammarly Premium needs a stable internet connection to be used comfortably". It revealed that 72.8% of the total participants agreed that Grammarly need a stable internet connection to be used effectively. Around 36.3% of participants from the current study agreed that Grammarly's feedback did not always help them in writing and 36.4% of them found some inaccurate feedback provided by Grammarly. The current study also aproved that 54.6% of the participants did not agree with Grammarly's suggestions. During the interview, P4 claimed that some suggestions were still not quite right and could change the original meaning. Of the five features provided by Grammarly Premium (correctness, clarity, engagement, delivery, and plagiarism checker), three of them were often inaccurate. They were correctness, clarity, and engagement.
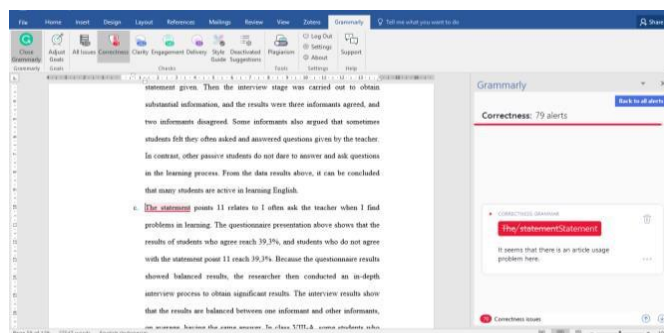
Results of Documentation

[FIGURE 1](#)

Regarding the inaccurate feedback of Grammarly, some participants argued that article, punctuation, spelling, convention, and consistency aspects were often misleading. Those aspects were included in the correctness feature. Figure 1 showed by P2 who found the inaccurate article suggestion from Grammarly. Grammarly often provided multiple suggestions on the same word in the article section.

For example, Grammarly gave suggestion using the article 'a' in the word 'statement'. Still, when the user do double-checking, Grammarly suggested removing the article 'a' and changing it with an article 'the'. It was considered confusing for users who do not really understand grammar rules.
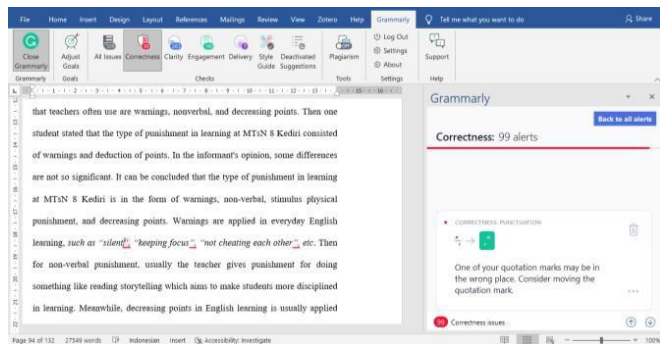

FIGURE 2

Next, Grammarly helped students to correct punctuation, but it often confused in giving quotation marks and commas, especially if the sentence was too long. In the same case, Grammarly suggested using a comma before the quotation marks. For example, Grammarly did not agree with the quotation marks placed before a comma or period, although it indicated that it emphasized a particular word (use-mention distinctions) where the word refers to the word itself, not its association. This case was presented in Figure 2. P2 wanted to use-mention distinction of the word 'silent' by giving quotation marks before comma because this word was the teacher's instruction that he wanted to emphasize, but Grammarly gave a red mark on it. It was different from a direct quotation, where the period or comma must be written before the quotation marks.
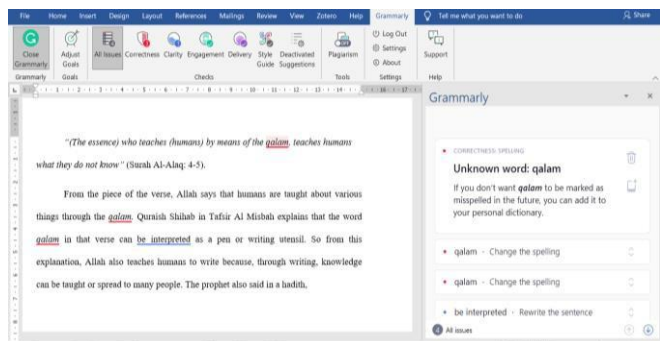
FIGURE 3

Grammarly helped students correct spelling, but it had weaknesses in detecting non-English words, such as abbreviations, foreign words, or people's names. For example, the word 'TEFLIN' became 'TEFLON' where TEFLIN was the name of a scientific journal that stands for 'The Association for the Teaching of English as a Foreign Language in Indonesia'. It also happened in the non-English word like 'qalam, as shown in the figure 3.

The same thing also happened to the names of people who were not well known in English names, such as 'Gerot' to 'great'. During the documentation, P3 also stated that Grammarly would give a red mark on the Arabic language. It meant that Grammarly did not recognize the non-English words. Moreover, P1 stated, "Grammarly Premium has a limited dictionary and mostly in English, so whenever I type foreign language name or word, it will show error feedback in spelling." This case happened because Grammarly was specially designed for English writing. Therefore, it was not able to detect other languages. Even though the word was written in italic, Grammarly still gave a red mark and suggested using a word with a similar letter configuration.
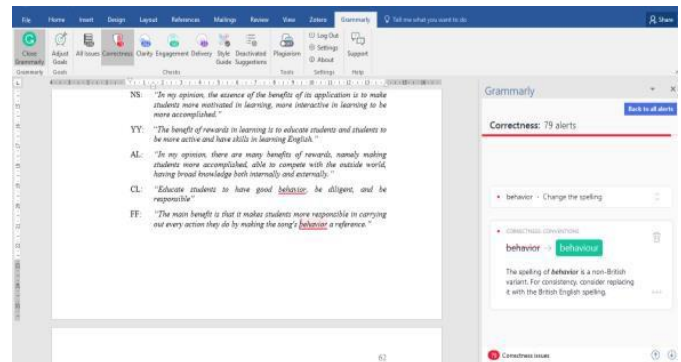
FIGURE 4

In addition, it is always confusing when the suggestion related to language use, the British or American version, in the convention section. For example, Grammarly advised the word 'behavior' to be changed to the British version 'behaviours' (see Figure 4). However, when the user changed it, Grammarly also suggested converting it back to the American version. P3 discovered a similar phenomenon in the word 'colour'. Therefore, the researchers suggest determining whether to use the American or British version before starting to write. Thus, the user can make the right decision whenever Grammarly gives a suggestion. Grammarly was a machine whose system was composed based on grammar and writing rules. Therefore, its suggestion was structurally correct, but sometimes it failed to meet the writer's expectations.
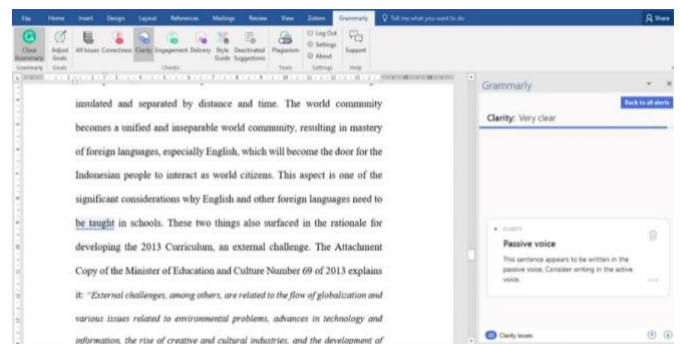

FIGURE 5

The researchers found that Grammarly gave inaccurate feedback in quotation marks and capitalization. Firstly, Grammarly suggested using straight quotation marks, but it suggested using italic quotation marks on the second check. The researchers found this case from all respondents in the documentation section. Besides, Grammarly marked errors in using the consistency of capital letters in a word, as found by the researchers in P3. She used the word 'education' a lot in her writing, both in the title and lower cases. She has written those in the proper context, but Grammarly still recognized it as an error.

In the clarity section, users often found unsuitable suggestions in the conciseness section and passive voice issues. Even though users felt that Grammarly helped them paraphrase sentences, Grammarly often over-checked sentences. Sometimes, it re-phrased sentences or shortened sentences that did not match the author's intent. P5 revealed that sometimes Grammarly Premium gave misleading feedback in re-phrase sentences, especially if it was not in line with the writing goals. Therefore, sometimes, users did not completely agree with this suggestion. From the passive voice issues, Grammarly recommended writing sentences in the active form for the reason of clarity, as shown in the understanding (Karyuatry, 2018; Pratama, 2020). According to Fahmi and Cahyono (2021), students believed that Grammarly's explanation did not confuse them because it was easy to understand. Therefore, the users could correct their writing and learn English grammar rules simultaneously. Similarly, O'Neill & Russell (2019a) also stated that Grammarly provided detailed feedback containing direct and indirect feedback. Indirect feedback using the underlined word and indirect feedback using explanation cards. From this feedback, the students could correct their writing independently.
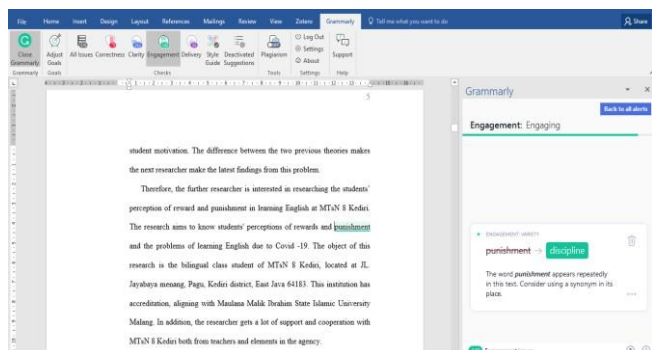
FIGURE 6

In the engagement feature, the often-inaccurate suggestion was in the variety section. In this section, Grammarly would provide suggestions in the form of synonyms or other word choices, but sometimes the suggestion is far from the context that the author wants to convey. For example, the word 'punishment' became 'discipline', as shown in Figure 6, even though the meaning is a teaching method. Therefore, the use of the word 'discipline' in this context was not quite suitable. The same issue was also found by P3. She typed 'question', but Grammarly suggested changing it to 'to queries.

Grammarly suggested another word to make the sentences more varied. The word suggested by Grammarly has a similar meaning to the word used by the user before, but it has a different context. It was also proved with the statement from P4, who said that some suggestions were still not quite right and could change the original meaning.

Discussions

Having presented the quantitative and qualitative findings, students' perception on Grammarly premium showed that they have both positive and negative perceptions in general. One of the reasons motivating students to use Grammarly Premium was because they were not confident with their writing ability. They found a lot of errors in their writing because they did not properly understand grammar rules. As stated by Puspitasari (2013), university students at Yogyakarta State University were still confused about proper grammar and they chose Grammarly to help them in correcting their writing. It is also in line with Lailika's (2019) and Fitria (2021) finding about the users' perception of using Grammarly, that is to boost their confidence in writing. They revealed that the users could check their writing with Grammarly first before presenting it to the class or the teacher.

Another positive response toward Grammarly's feedback was related to saving time. Nova (2018) argued that Grammarly could correct writing errors in a short time. The students just input the text and Grammarly automatically detected the error. It allowed students to revise errors more quickly. This finding was also in line with Lailika (2019) saying that students felt they could manage their time well after using Grammarly. It was because Grammarly corrected their writing very quickly, so that they could immediately revise it and did other tasks. Moreover, O'Neill & Russell (2019a) stated that Grammarly was better than the assistant teacher in providing feedback. Grammarly gave it directly while the assistant teacher gave it after a few days.

Most importantly, the complete features of Grammarly premium helped students improve the quality of their writing. Lailika (2019) stated that students believed Grammarly Premium could detect language mistakes, typos, and grammatical errors. It also helped users recognize complicated statements and replace them with more relevant alternatives, as well as correct spelling and punctuation (Cavaleri & Dianati, 2016). Qassemzadeh and Soleimani (2016) found that Grammarly detected passive voice usage in the students' writing and the students received it rather than teachers' feedback. In line with it, Aidil (2019) claimed that Grammarly would guide students in determining the purpose of their writing, such as audience, formality, domain, tone, and intent, which appear in the offered setting.

Concerning the weaknesses of Grammarly premium, the current study revealed that most of students agreed that Grammarly needs a stable internet connection to be used comfortably. Grammarly could not give feedback immediately if the users had bad internet connection. Fitria (2021) also found unstable internet connections prevented students from getting feedback directly from Grammarly.

Without a stable internet connection, the users could not upload or get feedback from Grammarly because this is a cloud-based program connected to the main server via the internet. It could be the main problem in Indonesia because many rural areas cannot get a stable internet connection. In contrast, five students responded that they disagreed with this statement because they had never experienced it. It was because they stayed in big cities where the internet connection was not a problem.

The current study also proved that more than half of the participants did not agree with suggestions from Grammarly and were always encouraged to do manual proofreading. This finding aligned with Nova (2018) who claimed that Grammarly's suggestions did not always match the user's intent. Lailika (2019) also found that Grammarly's feedback was not always correct and valid. Sometimes, Grammarly was too over-the-top in giving suggestions, so it would interfere with what the user wanted to convey. Moreover, Cavaleri and Dianati (2016) claimed that sometimes Grammarly's feedback on the repeated word was often thought to be 'not needed' or 'not relevant' to the context.

Many inaccuracies from the feedback provided by Grammarly (Dembsey, 2017). Around 36.3% of participants from the current study agreed that Grammarly's feedback did not always help them in writing and 36.4% of them found some inaccurate feedback from Grammarly. Even though this finding is lower than Dembsey's finding of 41% margin of error on Grammarly's feedback, it was still quite a high number for the claimed 'writing assistant'. This data was reflected in the user's experience that they did not always agree with the feedback from Grammarly. Moreover, Dodigovic (2021), found that about 66% of the mistakes detected by Grammarly were accurate error identifications, while the rest were false. Furthermore, Guo et al. (2021) found that Grammarly missed a lot of errors, accounting for about 7% of the overall number of errors detected.

Of the five features provided by Grammarly Premium (correctness, clarity, engagement, delivery, and plagiarism checker), three of them were often inaccurate. They were correctness, clarity, and engagement. Dembsey (2017) found that Grammarly had difficulty identifying punctuation and article usage errors. Grammarly helped students correct spelling, but it had weaknesses in detecting non-English words. Moreover, Pratama (2020) stated that he had a similar experience when typing someone's name or another specific word. He said that Grammarly was over-checking for an acronym.

From the passive voice issues, Grammarly recommended users to write sentences in the active form for the reason of clarity, as shown in the picture 5 above. Sometimes, passive sentences reduce the clarity of meaning. On the other hand, passive sentences were useful to put emphasize at the start of the sentences. Many authors used passive voice to emphasize particular words in the thesis writing, but Grammarly did not agree and tended to suggest revising all passive voice sentences. It meant that Grammarly did not understand the writers' needs. It was balanced with (O'Neill & Russell, 2019a) who found that two of their participants claimed that Grammarly failed to fulfill their needs.

The last discussion was about how students respond to inaccuracies provided by Grammarly Premium. Based on the finding from this study, the researchers found that students kept using Grammarly because Grammarly helped them in self-proofreading. It was in line with Ni Chang et al., (2012) who claimed that electronic feedback allowed students to read and then review written feedback at their own. This was significant because feedback allowed students to improve and learn independently. Thus, all of the respondents stated that they still followed Grammarly's suggestion after do double-checking. They manually checked their writing by asking trusted sources and then removed or ignored Grammarly's feedback if they felt it was inaccurate. They argued that Grammarly's feedback was structurally correct, but it just lacked an understanding of users' writing intention because it is just a program. They believed that Grammarly could still be used to help them in proofreading, considering the mistakes given by Grammarly were not fatal errors. These results were different from the finding from Ambarwati (2021). She investigated the use of Grammarly by two students. According to the report, they stopped using Grammarly since the feedback was likely to be fallible, and the subscription fee was not worth the money. In contrast, O'Neill & Russell (2019b), Pratama (2020), and Guo et al. (2021) found that students continued the use of Grammarly because they experienced a significant decrease in error after selecting the revision from Grammarly.

CONCLUSION

Many participants chose to use Grammarly Premium because they felt it was important to have Grammarly's feedback due to their lack of confidence in writing. They believed that Grammarly Premium's features could enhance their writing ability, solve linguistic problems, and encourage them to do independent proofreading. They have positive and negative perceptions of Grammarly's Premium. Students considered that Grammarly Premium's strengths include the correctness feature to improve spelling, punctuation, article, convention, grammar, and consistency. Clarity feature is to increase readability, such as conciseness and passive voice. Engagement feature is to make the writing interesting such as variety. Other features help students to save their time in writing correction. On the other hand, students complained that Grammarly Premium need a stable internet connection to work properly and required additional proofreading because some feedbacks were considered inaccurate.

From the five features provided by Grammarly Premium as mentioned above, three of them namely correctness, engagement, and clarity, sometimes are not in accordance with the context of the writing. Grammarly Premium often provides misleading feedback on spelling (non-English words), article, punctuation (comma and quotation marks), conventions (British or American), conciseness, passive sentences, and variety (synonym). Students respond to these errors by always double-checking and making sure Grammarly's feedback fits their writing context, or they would ignore this inaccurate feedback. Students continued to use Grammarly because it helped them proofread their writing even though it had some drawbacks.

This study is only limited to revealing Grammarly's inaccurate feedback and students' responses to it, future research can conduct a similar study focusing on more in-depth investigation of Grammarly's inaccurate feedback, how far those feedback could be misleading, and an analytical review from the grammar and writing expert. Future research can also focus on a wider range of writing other than thesis or investigate Grammarly Bussiness edition, which is intended for corporations or larger groups.

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The Power of Pleasure Reading: A Narrative Inquiry of Proficient Non-English Learners

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Pleasure reading or termed Extensive Reading (ER) in the context of language learning, is defined as reading for enjoyment, happiness or satisfaction. A considerable number of studies have shed light on the benefits of ER to English language learning in L2 context. However, no study has examined the natural process of how pleasure reading naturally builds up language proficiency. Therefore, this study is intended to divulge the obscure process of how ones unconsciously build up English proficiency by doing pleasure reading. The participants in this study are two non-English learners who have done pleasure reading for, at least, 7 years with no purpose of learning English. Within narrative inquiry framework, this study examined the participants' personal stories on the problems they tackle in doing pleasure reading. Besides, it also focused on understanding the gradual process they have been through, their motivation which makes them eager to read, and their unintentionally built-up English proficiency. The data were collected through in-depth semi-structured interviews, observation and personal communication. The evidence showed that both participants underwent the language acquisition process in which they were not clued up about the subconscious awareness of language system obtained when reading. They got delectation of reading and simultaneously achieved language proficiency (vocabulary, reading and listening skills, and grammar). Conclusively, pleasure reading or extensive reading works on improving language proficiency of language learners who intentionally read for learning and those who read only for pleasure.

Keywords: pleasure reading, language proficiency, narrative inquiry

INTRODUCTION

Pleasure reading is literally defined as reading for enjoyment, happiness or satisfaction. In the context of language learning, pleasure reading is associated with Extensive Reading (ER) since ER is an approach to second language reading of which purpose is for learners' enjoyment. ER aims to grow out of the reading habits of learners by reading large quantities of books or other longer materials in the second language and get them like it due to fun and unburdened circumstances (Day, & Bamford 1998; Renandya 2007). Due to its purpose of enjoyment, the focus of extensive reading is on the general understanding or meaning rather than on the language features. When doing this kind of reading, in fact, the readers can choose the books that they are interested to read. They, therefore, exult over various topics and genres of reading material. Interestingly, Al-yaquubi, A., & Al-mahrooqi (2013) say that there is an argument that the ability to select books to read is one thing that makes reading enjoyable and fun.

Reading material can be considered to be language input. Great numbers of researchers in the realm of second language acquisition acknowledge the idea proposed by Krashen that one of the governing factors in acquiring a language is language input. According to Krashen's foremost hypothesis, input (comprehension) hypothesis, the input is undeniably essential to acquire a language. Additionally, Krashen (2003) clearly states, "we acquire language in only one way: when we understand messages; that is, when we obtain comprehensible input." This implies that when one understands the messages (s)he has read, it means that the reading material becomes comprehensible input, and then the acquisition will take place.

More clearly, the input that enables ones to acquire a language is not any inputs; it should be comprehensible, meaningful and interesting. Besides, Krashen further elucidates that the input should be slightly above ones' level of comprehensibility. Based on these criteria, pleasure reading material can be considered fulfilling Krashen's input hypothesis since it can be comprehensible, meaningful, interesting and slightly above ones' level of comprehensibility.

Krashen (2003), who prefers the term 'free voluntary reading' to pleasure reading, states that pleasure reading is important and gives significant contribution to second language development and language proficiency. The language development, according to Cho, & Krashen (2015), comprises reading comprehension, less use of dictionary, oral language, listening comprehension, and improvement in attitude toward reading. In addition to that, Fan (2016) says that pleasure reading foster ones' range of background knowledge and develop their active vocabulary. So, pleasure reading is deemed to be a positive activity, enhancing some aspects which can escalate ones' language proficiency. Importantly, what ones may consider for the sake of pleasure reading are narrow reading, finding compelling comprehensible input, finding a source of books, and finding a time and place to read (Cho & Krashen, 2015).

Pleasure reading, or ER for the context of language learning, is a blindingly interesting area of study with regard to its contribution to language development. It greatly attracts the attention of researchers to explore this topic more comprehensively. Considerable numbers of research, thus, have focused on the power of pleasure reading and research evidence has been able to show great benefits and significant contribution of pleasure reading on grammar mastery (Collentine 2010; Khansir & Deghani 2015; Stokes, Krashen & Kartchner 1998), vocabulary (Atilgan 2013; Chen, Chen, Chen & Wey 2013; Pigada & Schmitt 2006), writing (Lee & Hsu 2009; Sakurai 2017), students' positive attitude toward reading (Yamashinta 2013), language development (Mason 2011), and reading performance (Morgado 2009; Sheu 2004; Tanaka & Stapleton 2007; Yamashinta 2008).

Some researchers, in the context of language learning, have shown the benefits of ER to language structure mastery. A correlational study conducted by Stokes, Krashen, & Kartchner (1998) was intended to find the best predictor of learning subjunctive in Spanish.

The amount of formal study they had in Spanish, the length of residence in Spanish Speaking country (in month), the amount of free reading they had and the adequacy of subjunctive instruction in class served as the predictors. Among the predictors, free reading was the best predictor of subjunctive accuracy and specific instruction of subjunctive served as the second-best; however, specific instruction of subjunctive in class was not significantly correlated. Furthermore, Khansir, & Deghani (2015) carried out experimental research to find out the effect of ER activities on grammar mastery. The findings of the study showed that ER activities significantly improved students' grammar mastery.

Additionally, empirical evidence has attested that ER contributes to students' writing development and some aspects of writing (Lee & Hsu 2009; Mermelstein 2015; Sakurai 2017). Lee & Hsu (2009) conducted an experimental study in an attempt to examine the impact of ER on writing ability. The participants of this study were 86 third-year vocational college students in Taiwan who were considered less successful than other college students in Taiwan. The students in the experimental group devoted 50 minutes in each period to do the self-selected reading. The result reported that ER practice made a significant difference in all aspects being assessed in this study, namely fluency, content, organization, vocabulary, language use and mechanics. In reference to their study, Mermelstein (2015) carried out the similar work which involved larger number of participants: 221 undergraduate students in Taiwan. In his study, the students undertook sustained silent reading for 15-20 minutes in the classroom and then they were also required to continue ER practice outside the classroom, at least 3 pages of reading text. Frankly, this study provided longer time of ER practice than Lee and Hsu's study. The subscales assessed, however, were similar: fluency, content, organization, vocabulary, language use and mechanics. The result showed significant improvement on 5 subscales excluding organization. Furthermore, another correlational study, conducted by Sakurai (2017), revealed that the contribution of amount of hours doing ER to overall writing was affirmative. Nevertheless, among some aspects of writing (task achievement, coherence and cohesion, vocabulary and grammar) measured in her study, ER was particularly significantly correlated to the aspects of vocabulary and grammar.

More importantly, ER undoubtedly offers great advantage to the improvement of language proficiency. Renandya (2007) reflected on his journey in acquiring English. He says, "My own personal experience also provides confirmation for the key role of extensive reading (p.136)." He affirms that despite six years of studying English in high school in Indonesia, his level of proficiency in English was close to being non-functional. Therefore, he applied for admission into an English teacher training college in Indonesia and got accepted.

All lectures were conducted in English, so he had to endeavor hard to cope in class. Then, he started to read drama series which got him addicted to reading. "I would read and read and read until my eyeballs popped out (p.137)," that is how he expressed his addiction to reading. This eventually gave much contribution to his language development. He even performed extremely well on grammar tests compared to those who took hours and hours preparing for the tests.

Another case observed by Mason (2011) also showed a similar finding to Renandya's. Mason observed a middle-aged man, Mr Tanaka, who did ER after 20 years of not learning English. His last encounter with English was a long time ago. After hearing about language acquisition and language development, he was interested to read for enjoyment. He noted down all books he has read within two years. In fact, he has read over 10.000 pages in the two-year period. Then, he took TOEIC test twice: six months after his first reading and one year after the first test. His scores were 475 and 655, respectively. The improvement of his reading score was significant that was from 220 to 325.

Inspired by Renandya's (2007) reflection on his journey with English and the observation carried out by Mason (2011) as well as considering that there has been no study examining the natural process of how pleasure reading naturally builds up language proficiency, we eagerly report a case that we have observed for years. The two participants in this narrative are non-English learners who have done pleasure reading for, at least, 7 years with no purpose of learning English. They acquire English proficiency which is proven by their high score of the TOEFL test. The research question in this study is: "How do non-English learners unconsciously build up English proficiency through doing pleasure reading?"

We believe that this study is important for the body of knowledge on pleasure reading. It provides the evidence that, besides improving the language proficiency of language learners who intentionally read for enjoyment while learning, extensive reading or pleasure reading also improves the language proficiency of those who just read for pleasure. Moreover, This narrative will elaborate the problems the participants tackle in doing a lot of pleasure reading, the gradual process they have been through, their motivation which makes them eager to read, and their unintentionally built up English proficiency. As an implication for English learners, they can be more encouraged to do extensive reading and to learn from the participants' experience.

TABLE 1 / The participants' demographic information

In this present study, the process of how the participants build up language proficiency through pleasure reading was analyzed through their narrative which was drawn from three sets of data collection: in-depth semi-structured interviews, observation and personal communication. Semi-structured interviews were done 5 times which lasted for 1 hour/ session for each participant. They shared detailed experiences on how they started reading, what motivated them, what their early encounter with English novels was, and how they tackled problems coming up during their early encounter. They were also asked to describe what attempts that they made to understand the story and how they eventually got the hang of reading. These interviews were done in Bahasa Indonesia to get whole picture of the

METHODS

The present study is intended to divulge the obscure process of how ones unconsciously build up English proficiency by doing pleasure reading. Thus, in terms of research methodology, narrative inquiry is deemed appropriate for investigating the underlying process and motives. Narrative inquiry is "narratively inquiring into experience and thus allows for the intimate study of individuals' experiences over time and in context (Given 2008 p.541)."

There were two participants in this narrative (Anna and Jason, pseudonym). Anna graduated with bachelor degree in Geography education from one of the universities in Malang, East Java. She is a Javanese who grew up in Blitar, one of the cities in East Java. She speaks Javanese and Bahasa Indonesia interchangeably. The second participant was Jason. He lived in Padang and grew up there. He is a lecturer who teaches Japanese in one of the universities in Padang, West Sumatera. Previously, he spent two years in Japan to get his Master's degree. During his study in Japan, he mostly communicated using Japanese since it was the medium of instruction there. These two selected participants shared common ground in which they have grown their fondness of English through pleasure reading even though both hated English learned at school or formal education. Also, they never took any informal English learning outside the school.

Name	Gender	Age	Educational Background	Length of Formal English Learning Experience	Length of Informal English Learning Experience	Length of Doing Pleasure Reading
Anna	Female	22	Undergraduate Program in Geography Education	6 Years in High School	-	7 years
Jason	Male	31	Undergraduate Program in Japanese Language and Graduate Program in Education Development	6 Years in High School	-	14 years

The participants' demographic information is presented in Table 1. Which was drawn from three sets of data collection: in-depth semi-structured interviews, observation, and personal communication. Semi-structured interviews were done 5 times which lasted for 1 hour/ session for each participant. They shared detailed experiences on how they started reading, what motivated them, what their early encounter with English novels was, and how they tackled problems coming up during their early encounter. They were also asked to describe what attempts that they made to understand the story and how they eventually got the hang of reading. These interviews were done in Bahasa Indonesia to get whole picture of the narrative comprehensively without missing any single detail and to provide flexibility for the participants in narrating their story.

Next, observation and personal communication were done many times intensely. The observation focused on investigating the novels that they were reading at the very moment, while the personal communication has focused on the content of the novels they were reading at the time. We have done observation and personal communication with Anna, the first participant, for more than 3 years. For the second participant, Jason, the observation and the personal communication have been conducted for 10 months.

After the data were collected, we analyzed the data and presented the results in the form of narrative. To ensure the validity, we consulted the participants about the narrative. We made several revisions until we got their confirmation of the rightness of the narrative.

FINDING AND DISCUSSION

This study is intended to enunciate how doing pleasure reading unintentionally builds on the participants' English proficiency and what process they have been through in doing pleasure reading. Their recounts bespeak their intense eagerness to read even though their early encounter with English novels was challenging due to their limited knowledge of English. As they kept reading and dealt with the problems faced along the way, they eventually got the sense of reading English writing. Furthermore, their starting point and whys and wherefores of pleasure reading were rather different. Anna started reading English novels because she has been very fond of reading since she was a kid; the ground of her language development is entirely from reading. Unlike Anna, Jason's jumping-off point was his fondness of games which led him to do pleasure reading. Nevertheless, both of them have done pleasure reading driven by their willingness to read, not by force. The detailed accounts of the process they have been through in doing pleasure reading are presented below.

1.1 Anna

Anna's growing love toward reading stories was developed in her early childhood which was maneuvered by her father. When she was in pre-school, her father bought her magazines with stories and pictures. Since then, she collected magazines and short stories. Her fond of reading is undeniably strong. Her growing interest of books, especially novels, did not fade away as she got into primary school and secondary school.

In fact, reading has become her killing-time activity since then. However, since middle school her preferences had changed from young adult genre to the fantasy genre, which became her favorite genre. Due to her longing for a novel, he used to go to public library to borrow books and has finished reading all the novels available in the public library. The first English novel she read was Inheritance series which has 4 thick books in the series. The first, second and third novels that she read were in Bahasa Indonesia. "I went to library so often that I have finished reading all the novels available. I once got like an award because I went there so often. I got Rp.600.00, for the prize and it was so much for me."

In senior high school, Anna got into one of the best schools in which most of students were from international school. Anna's hobby of reading novel kept growing Unfortunately, when she had finished reading the third series of Inheritance, the last book was not available. Then, she found English version of all books. Her high curiosity and eagerness became her intrinsic motivation to read English version of the Inheritance series even starting from the first book in this series again. Moreover, her first encounter of English novel was a quiet of struggle due to her limited knowledge of English. "It was hard because I literally checked every word in dictionary. I did not get bored consulting the dictionary. However, I got frustrated sometimes when I forgot the vocabulary that I already checked. It took a lot of effort and patience to finish one novel at that time."

Looking at her struggle of reading English novels, she reflected that the joy of reading the original script was the earth-shattering reason that drove her to read. She, however, was not interested in learning and mastering English. Literally speaking, she did not intentionally learn English. She just liked reading English novels which were the sole reason doing this pleasure reading. This inevitably improved her English significantly which was proven by her TOEFL score. "I was not sure my English ability in senior high school since we mostly learned about the vocabulary and grammar. I realize that I was not really good at English. My classmates once glowered at me when I mispronounced words. This situation motivated me to read English novels again. This time was much more intense. The next English novel I read at senior high school was Percy Jackson. The interest of fantasy novels kept growing. After one novel was finished, I read another one until I am addicted to it. My English skill, as a result, was getting better. Before graduating from the school, every student needed to take TOEFL test and my TOEFL score was quite high, 517. Meanwhile, majority of students in my class got around 450."

Reading has become inseparable part of her. As the time passed by, the use of dictionary was much less intense. When she came across difficult words, she simply read and kept going. As she kept reading, she eventually figured out the meaning of those words by understanding the context of the story. She used the strategy of guessing meaning from context quite frequently. However, when she found such less-frequently-used words that she hardly understood the sentences, she did consult dictionary.

Anna kept reading as she got into college where we met her for the first time. During the first month spending time with Anna, we found out that she was fond of reading and so did I/Author 1). Luckily, we (Anna and I/Author 1) share the same interest in reading fantasy stories. As a matter of fact, pleasure reading directly improved Anna's reading skill. For a couple times, I/Author 1 had opportunity to discuss the story line and the conflicts in the novel that we (Anna and I/Author 1) were currently reading and played game of guessing some expressions/ idioms. Her recount of story being read, described in Bahasa Indonesia, was clearly and precisely elaborated and it was in accordance with my/Author 1's understanding on the story line, which attested that she had deep understanding on the story. Besides, she knew the circumstances when the expression such as killing time, piece of cake, speak of devil, pull yourself together, spill the beans/ spill the tea, don't cry over the spilt milk, and every cloud has silver lining are used. In the expression of "speak of the devil", for instance, she elaborated that this is used when we were gossiping about someone, then that person suddenly appeared.

As she read more and more English novels, she became accustomed to reading English texts. She even once compared reading the same page of an English novel and the translated version (in Bahasa Indonesia) and she found that reading the original version (in English) made more sense than reading the translated version. She did not get the sense of what the author intended to say when she read the translated version of the novel.

Additionally, Anna constantly acquires English as she was unconsciously aware of language system without fully knowing the reason. In doing TOEFL test, for instance, she just knew which one was the answer without critically analyzing every part of sentence. "In answering the questions in TOEFL test, more importantly I understand the general drift of the text. For 'Error recognition' part, my strategy is "not thinking but reading". I just read and choose the part that, in my opinion, does not fit."

Another indirect contribution of pleasure reading is that to Anna's listening skill. Her fond of reading English novels leads to her preference to watching movies with English subtitles. This automatically enables her to get accustomed to listening to English pronunciation while reading the subtitles. She knows well how the words are pronounced. Now, she can break free from the English subtitle when watching movies and discovery channel program, one of her favorite programs. "When I am about to watch a movie, I always try to search for subtitles in English. If I use subtitles in Bahasa Indonesia, it will be confusing for me."

In this narrative, acquiring English and improving English proficiency were the cornerstones of pleasure reading. Her recount of long journey reading hundreds of books, approximately 350 novels, in the last seven years is a milestone of her life which leads her to higher English proficiency. Recently, she took a TOEFL test and her score was 573.

1.2 Jason

Jason was born in Padang, the capital city of West Sumatera and grew up there. In primary school, he had not been yet introduced into English. It can be said that his early encounter with English was in middle/ secondary school and it did not leave a good impression. He underwent a quiet struggle to learn English in class. "I learned English formally for the first time when I was in junior high school and I hated it. I preferred to learn Arabic because English was boring. The main reason was English grammar which was the only focus in the learning process, particularly the use of is, am, and are. Thus, I became reluctant to study English and my English score was constantly around 70."

During his 3-year study in junior high school, he did not grow any love of English lesson. This situation slightly improved in better way when he was in senior high school. The turning point in his fondness of English was when he was firstly introduced to a game, Harvest Moon in 2004. He had to understand the English vocabulary visualized in the game in order to keep playing. As the game he was playing got harder, his effort and cupidity got bigger. When he played RPG (Role Playing Game), for example, there were long narratives of the game. He, then, brought along a dictionary as an attempt to understand the story-line presented in the game. By this fact, his addiction to game has become the sole reason for his willingness to eliminate his detestation of English. His motivation assuredly has played a huge role in growing his eagerness to understand English.

Furthermore, his addiction to games then led him to do pleasure reading, especially reading novels. Unlike Anna who has grown the fond of reading since she was a kid, Jason was not exactly enamored of reading until he found out that one of his favorite games was adopted from a novel which then made him eager to read. Using his prior knowledge of English built up during playing games, he began to read the first English novel, Romance of Three Kingdoms, which had 1200 pages. This happened when he was in first-year college, exactly in 2005. His first encounter with English novel was not really arduous since he had got the hang of reading long narratives in games, but he still used a dictionary to find out the meaning of some technical terms. Since then, he did a lot of pleasure reading of various genres (fiction and non-fiction) and various topics (geography, education, literature and history). Among the topics, his enthusiasm has lied on the historical topics especially on East Asian History (Chinese, Japan, and Mongol), Middle East and Near East History, European History, and North American History.

His longing for knowledge about what happened to the world in the past has compelled him to read any English journals and books about historical events, wars, and so on. Besides, his knowledge of history of the world is certainly mesmerizing as he has recounted the history of some historical events.

During the two-year period of his early encounter, he used a bilingual dictionary. After two years, he gradually began to use a monolingual (English-English) dictionary since the technical terms found in the book were not available in bilingual dictionary. What is more, since he has become accustomed to reading English texts, he then confidently commenced to use English subtitle while watching movies.

Apparently, the process that Jason has been through, starting from reading the vocabulary visualized in the Harvest Moon game and the long narratives narrated in the RPG game to reading thousand pages of book, was gradually assured. His deliberate transition was determined by his readiness to move up to higher level and driven by his strong intrinsic motivation. Doing a lot of pleasure reading evidently has contributed to his English mastery, especially in reading skill, vocabulary mastery, and grammar competence. His listening skill also has developed as it was indirectly influenced by reading English subtitles. In terms of reading, Jason's recount on comprehending the story showed that he, most of the time, unconsciously has employed the strategy of guessing meaning from context, as he described: "When I read and find some words that I do not know, I read the following sentences and guess what they mean. For example, once I found the term "crown jewel" and I did not know what it was, by seeing the explanation (the following sentences), I found out that it was a sacred precious thing in a kingdom, even though I did not precisely know the shape of it. It happens a lot when I read. I eventually know what the term is when I finish the story."

It appears to us that predicting and making inference were the mostly used strategy when he ran across difficult words. Besides, since he did not get any explicit reading instruction, he solely employed his background knowledge related to the topics to make the sense of the novels/books he read. Hence, he chiefly deployed a cognitive strategy to comprehend the story he read. In addition to reading, his lexical richness has also constantly developed. His narrative emphasized that the words which are commonly used for communication have been no longer a problem; only the technical terms on particular areas have been challenging. This is due to the fact that he has been continuously exposed to English sentences.

Additionally, this also applies for grammar. Pleasure reading has made him unconsciously aware of language system after being exposed to hundreds, thousands of examples. This practice has made him an automatic user of English grammar without imbibing any theories of grammar. Thus, when taking a TOEFL test, his strategy was simply reading the sentences then using his intuition which was drawn from experience. "In doing a TOEFL test, I just used my experience in reading because I often read, watch and listen. You know what, I just found out after asking my fellow English lecturers that in simple present tense if the subject is singular, we add '-s' to verb.

Seriously, I did not know it. I thought all were the same. I do not know the reason why we use 'have' or 'has' as I often read and listen to the conversation in games such as "enemy has been defeated" or "you have been defeated". Then, I think if we use the subject 'you', we have to use 'have'; if the subject is 'she', we use 'has'. However, I do not know the concrete reason.". Another improvement is in his listening skill which has improved significantly due to his ardor for watching movies with English subtitles. As he read the subtitles, he simultaneously listened to the audio which made him know how the words were pronounced. It is even greater now since he is able to watch western movies without subtitles. Similar to reading, when he was faced with a listening test, what he did was to bring along his prior knowledge on the topics and on how the words sound to understand the audio. Therefore, he mostly employed cognitive strategy to make the sense of what he was listening.

It seems that the gradual process that he underwent took a fair bit of work. This process, nevertheless, has greatly contributed to his English proficiency which was proven by his TOEFL score. Before this narrative is made, 7 English lecturers and 2 Japanese lecturers, including Jason, took a TOEFL test at the university where Jason works. Astoundingly, Jason's TOEFL score was extremely high (590); he even outperformed one of the English lecturers who had lived-in English-speaking country for two years and some lecturers who have learned English for years. He has done TOEFL test several times before and the scores were around 550. Shockingly, what Jason has done is just reading whatever he likes to read: novels, encyclopedias, journals of historical events, and narratives presented in games.

The contribution of pleasure reading to language development is very compelling (Day, & Bamford 1998; Krashen 2008; Renandya 2007). Moreover, Cho & Krashen (2015 p.141) elucidate, "Substantial progress in a second language can take place through reading, and without pain. In fact, it can be extremely pleasant, so pleasant that some people will gladly continue doing it, which helps to ensure continuous progress." Most of the studies conducted previously, however, focused on the benefits of doing Extensive Reading (ER), the term used in the context of language learning, outside and inside the class as a part of learning instruction. Unlike those studies, this study is intended to find out the impact of doing pleasure reading on language proficiency of ones who have no intention of learning English. The findings of this study provide inescapable evidence of the power of pleasure reading in achieving higher level of proficiency for those who read only for enjoyment.

The evidence showed that both participants underwent the language acquisition process in which they were not clued up about the subconscious awareness of language system obtained when reading. In acquiring a language "we are not aware we are acquiring, when we are acquiring, and after we acquire, we are not aware that anything has happened (Krashen 2008 p.180)."

In the realm of SLA, the probability of L2 acquisition taking place after passing a critical period is still in debate. Some argue that acquisition will not take place as ones have passed the critical period, and some others think otherwise (Lightbrown, & Spada 1999). Nonetheless, these findings provide the evidence that language acquisition may occur with the help of massive amount of input. The input in this case is pleasure reading material. More importantly, the benefits of pleasure reading are undeniably powerful.

First and foremost, aspect developed is vocabulary. In this study, the participants' recounts show that they have developed massive amount of vocabulary. They could break free from the dictionary while reading. Besides, the vocabulary and expressions encountered in daily communication have been no longer a problem. As a matter of fact, incredible numbers of studies have proven that lexical richness is one of the results of ER (Atilgan 2013; Pigada & Schmitt 2006; Suk 2017; Tiryaki & Tütüniş 2012). Tiryaki & Tütüniş (2012) conducted experimental research on the impact of ER and they revealed that experimental group experienced the increasing number of vocabulary compared to control group. Besides, a case study conducted by Pigada & Schmitt (2006) discovered that 65% of target vocabulary was enhanced. More clearly, in terms of spelling, ER strongly enhanced spelling ability even from little exposure; in terms of meaning and grammatical knowledge, they were enhanced, but not as strong as spelling. Additionally, Atilgan (2013) investigated the improvement in students' writing observed from the vocabulary used after doing ER. The findings showed that the students in experimental group produced more content words and showed a wide range of vocabulary used. Overall, in terms of ER, these studies agree that the vocabulary growth is a result of massive exposure. The more frequent they meet the vocabulary, the longer it stays in long term memory.

Not only does ER impact vocabulary development, but it also governs students' reading comprehension (Rezaee & Nourzadeh 2011; Suk 2017). It is surely not the sole reason; however, it undoubtedly plays a huge part in comprehending the text. Skillful readers are able to recognize the words automatically and effortlessly (Taguchi, Takayasu-Maass & Gorsuch 2004). In terms of language structure, pleasure reading builds on readers' awareness of language structure in a subconscious way. Both participants have built what Krashen calls as "intuition toward language structure as a result of large amount of comprehensible input". Both participants have been likely able to notice the difference between correct sentence and incorrect one by reading and using their intuition. Anecdotal evidence and empirical evidence have been able to overwhelmingly support this finding.

For anecdotal evidence, (Renandya 2007) narrated his story when he did amazingly well in grammar test outdoing other students who have done a lot of grammar practice. Besides, Mason (2011) observed a middle-aged man who did pleasure reading for two years which resulted in his higher score of TOEIC. For empirical evidence, a great deal of empirical studies have also shown positive results in which ER significantly affects as well as contributes to students' grammatical competence measured from grammar tests (Khansir & Deghani, 2015; Mason 2011; Rodrigo, Krashen & Gribbons, 2004) and observed from students' writing (Lee, S., & Hsu 2009; Mermelstein 2015; Sakurai 2017).

CONCLUSION

All in all, it is undeniable that what both participants have been through in the beginning was a big endeavor. However, as they kept reading, they got delectation of reading and achieved language proficiency (vocabulary, reading and listening skills, grammar) simultaneously. Arguably, pleasure reading works on improving language proficiency of either language learners who learn intentionally or those who just enjoy reading such as the participants in this study. Unlike in schools in which language aspects are learned separately, pleasure reading trains the readers to use any means necessary to comprehend the text as a whole which results in their language development.

Finally, the present study has contributed to the body of knowledge on pleasure reading especially on how pleasure reading unintentionally builds on language proficiency and what the process ones can go through in doing pleasure reading. Additionally, this narrative provides an implication for English learners, the ones who intentionally read for learning English, to be motivated and encouraged to do pleasure reading and to learn from the participants' experience. Unfortunately, this study did not appraise the speaking ability of these participants due to the fact that they are not in circumstances which require them to communicate in English. Unlike reading and listening as receptive skills, speaking is a productive skill in which the learners should buckle down to months, even years, of practice to be able to use it in communication. In other words, mastering speaking skill takes a lot of efforts and determined practice. Given the evidence of the participants' language development in some aspects; vocabulary, reading and listening skills, and grammar, further research is needed to investigate the impact of pleasure reading on speaking competence in order to dig up this issue more comprehensively.

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Teacher Talk and Their Importance for EFL Learners

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In the learning process, the teacher talk is critical because it can help the success of the learning process, especially in mastering English as a foreign language (EFL) at various levels of education. EFL learners need to adapt when they enter the classroom. This narrative review aims to determine the form of teacher talk and its importance to EFL learners at different educational levels. This study uses secondary data from 13 journal articles, which are research results on English teacher talk from various levels of education and settings and published between 2010-2020. The articles were accessed through several databases available to the researchers. All data were synthesized based on two research questions. The results of this study were the discovery of four categories of teacher talk forms based on (1) speech modification to facilitate learners, (2) the teacher's role as a facilitator, (3) responses to learners, and (4) their attitude in the classroom. Teacher talk is important because it can provide correct language input to learners and help them develop and improve their ability to speak English. By knowing these results, this narrative review can provide new insights to EFL teachers at all levels of education regarding the forms of teacher talk that they can use and how the talks can help the learning process and outcomes.

Keywords: benefits of teacher talks, forms of teacher talk, teacher talk of English as a Foreign Language

INTRODUCTION

In a globalized world, almost all aspects of life are progressing with time. For instance, Indonesia currently has a free market policy in which cooperation with countries in the world in exports and imports is carried out (Directorate-General for National Export Development, 2011). Free market policies like this can impact various sectors, not only the economy. One of them is in terms of communication. The easier the mobilization of access between countries has led to interactions needing a specific communication tool.

In communicating, language plays a part as the medium to convey and receive information without any misunderstandings. De Swaan classified English as a hyper-central language used and taught in almost all countries for different purposes (as cited in Cook & Singleton, 2014). Similarly, Saville-troike (2006) said that English ranks first as the most widely spoken foreign language with 950 million speakers, followed by Spanish and Hindi in second place and lastly, Chinese. This shows that mastery of foreign languages, especially English, is essential.

The role of the teacher is needed in the learning process to meet the goal of learning, namely mastering the foreign language (Aisyah, 2016). In learning foreign languages, especially English, a teacher is a center and facilitator in the learning process in the classroom (Incecay, 2010). In foreign language learning classes, especially English, several methods used by the teacher are trying to maximize the learner's speech compared to the teacher's speech (Saville-troike, 2006). However, what happened is that teacher talk had a higher percentage than the student's speech. Rezaee and Farahian (2012) found that 62%-73% of class time is used for teacher talk. Meanwhile, 20%-25% is for student talk, and the remaining 5%-12% is for joint activities.

A narrative review is needed as one of the researchers' efforts to examine more deeply a phenomenon by identifying and summarizing previous studies to seek for new topics that have not been studied and to avoid duplication of research. This narrative review focuses on teaching English classes at various levels of education. Saville-troike (2006) argued that a teacher would unconsciously modify his talk when communicating with learners during foreign language learning in the classroom. For example, someone who is more proficient in English tends to modify his speech when communicating with someone who is not fluent in English to understand that what is conveyed can still be understood by both (Saville-troike, 2006). Setiawati (2012) stated that teacher talk is vital in language acquisition because it is the primary source of target language input that learners can understand and accept. Therefore, teacher talk is needed in adapting learners to follow the learning process. Consequently, teachers need to know what forms of teacher talk can be applied to create effective learning.

Teacher talk is the talk that a teacher does in the teaching and learning process (Basra & Toyyibah, 2017). Yanfen and Yuqin (2010) argued that it is the language most used by the teacher in the classroom to give directions, explain activities and check students' understanding. Walsh stated that teachers' choice of language and their capacity to control the language use in classroom interactions are crucial to facilitate learners' participation (as cited in Nasir, Yusuf & Wardana 2010). In fact, teacher talks can be in the form of speech modifications made by the teacher. Early studies of teacher talk have found that teachers make certain modifications in their classroom speech, including adjustments to the rate of speech, lexicon, and syntax to manage the class well (Zhang, 2020). This is in line with Meng and Wang (2011) who pointed out that EFL teachers usually use short, simple, grammatically correct sentences and high frequent vocabulary. In addition, Yanfen and Yuqen (2010) mentioned some features of teacher talk including the slower speed, more frequency of pauses, clearer and more understandable pronunciation, more familiar vocabulary, less use of subordinate degree (subordinate clause), more narrative sentences or declarative sentences than interrogative sentences, and more frequency of teachers' self-repetition.

In addition, Sadeghi, Ansari, and Rahmani (2015) mentioned some forms of teacher talk, such as applying open and direct approaches to error correction, using of real-life conversational language appropriately when giving feedback, allowing extended wait-time for learners' responses, scaffolding by providing needed language to pre-empt communication breakdowns and offering communication strategies to maintain and extend interactions. Thus, it can be said that appropriate teacher talk can contribute either to the presence of politeness or directness in teaching which will impact on the teaching process and on the students.

To date, there have been studies that investigated teacher talk. However, previous studies only focused on a certain level of education, such as elementary level (see Syarifudin, 2012), and only looked at a particular case like the forms (see Rukmana, Suryad, & Diani, 2017). Therefore, this narrative review attempts to present a synthesis by drawing a common thread from the results of previous studies. By drawing a common thread from previous research, one form of teacher talk and its general importance for English language learners in any level of education will be found. In addition, this narrative review can also be a new insight for the world of education, especially for foreign language teachers, especially English teachers.

To meet the above objectives, this narrative review uses two research questions:
1. What are the forms of EFL teacher talk?
2. What is the importance of EFL teacher talk in the EFL teaching and learning process?

METHOD

Using a narrative review design, the authors tried to explore several books and databases such as Google Scholar, Jstor, Proquest, Citation Evaluation to find and access studies investigating teacher talk in the field of EFL and its importance to learners. In this paper, the term "teacher talk" covers all talks used by teachers of English as a foreign language at all levels of education. Articles were searched using keywords such as teacher talk, the role of teacher talk, the importance of teacher talk, and teacher talk in the EFL Classroom. Articles were published between 2010-2020 in peer-reviewed journals. Articles also had to be the results of an empirical research and the object discussed should match the definition of 'teacher talk' even if the terminology was slightly different. The articles were then synthesized based on the research questions. Initially, 25 Articles were found using the keywords. After a thorough look on the nature of the articles – whether they were empirical research articles or not – and other aspects such as participants, how teacher talk is defined or how the term is used, the authors decided that 13 articles were suitable for analysis. The following list is the articles analyzed:

TABLE 1 / Labor Regulations Subjects

No	Authors	Year	Title	Setting	Method	Participants/Sample
1	Incecay, G.	2010	The role of teacher talk in young learners' language process	A private middle school in Istanbul, Turkey	Qualitative	16 grade 7 students who used English as a foreign language and one teacher
2	Rezaee, M., & Farahani, M.	2012	An exploration of discourse in an EFL classroom: teacher talk	A high school in Iran	Qualitative and Quantitative	12 upper-intermediate students (4 female and 8 male students) between the ages of 25-31 years old and a teacher of 6 year-experience
3	Aisah, E. E., & Hidayat, D. R.	2012	Teacher talk on expanding ESL primary classroom discourse	A private school in Bandung, Indonesia, which uses national and international curriculum	Qualitative	An English teacher with 5 year-experience, who won Best Teacher in the school in the academic year 2009/2010, and 18 students of lower primary level
4	Shamsipour, A., & Allami, H.	2012	Teacher talk and learner involvement in EFL Classroom: The case of Iranian setting	Iran	Qualitative	3 English teachers with more than 5 years experience and 36 intermediate-level students between the ages of 18-26.
5	Chu, C, PY.	2014	Supporting new arrival students' engagement with picture books: analysis of teacher talk using the appraisal theory	An elementary school in Adelaide, South Australia	Qualitative case study	An English native speaker teacher, 10 female students, 6 male students of Grade 7 and 6
6	Ünel, A. & Miriouglu, M.	2015	Lexical Modifications In Teacher Talk Of Native Speakers Of English And Non-Native Speakers Of English In Efl Classrooms	Ca University in Turkey	Qualitative and Quantitative	8 foreign language teachers
7	Aisyah, N	2016	An Analysis of Teachers' Talk In An Efl Classroom	A high school in Bandung, Indonesia	Qualitative and quantitative	An EFL teacher and 30 Grade X students
8	Kim, N.	2016	Critical Teacher Talk: Successful English for Academic Purposes Classroom Practices in a Global Campus	A state university in the USA	Qualitative	A teacher of English for Academic Purposes and 16 international students
9	Basra, S, M., & Thoyyibah, L.	2017	A Speech Act Analysis of Teacher Talk In An EFL Classroom	University of Education, Indonesia	Qualitative	An English teacher for an EFL class
10	AL-Ghamdi, H., & Al-Bhargi, A.	2017	The impact of teacher speech modification on the quality of interaction and learning: An analysis of spoken discourse in Saudi EFL classroom	King Abdul Aziz University (KAU)	Qualitative	3 EFL teachers, 40 male students, and 22 female students

11	Sagita, I.	2018	Teacher Talk and Learner Talk in The Classroom Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang	SMP 2, Sindang, Indonesia	Qualitative and quantitative	Teacher and students
12	Colle, A, T, L, A. & Fitriati, S, W.	2019	Realization of Actional and Formulaic Competence in Teachers' Talk in English Language Class	State University of Semarang, Indonesia	Qualitative	One male English teacher, one female English teacher from different high schools, and high school students
13	Zhang, P.	2020	Interactive Patterns and Teacher Talk Features in an EFL Reading Class in a Chinese University-A Case Study with Communicative Teaching Method	Chinese University	Case study	One EFL teacher

FINDINGS AND DISCUSSION

The teacher talk is part of the learning process in the classroom, which Cook (2008) defined as a talk carried out by the teacher rather than the learner. Poorebrahim and Talebinejad (2015) said that teacher talks facilitate understanding, building, and regulating communication patterns. Teacher talk has a significant role as an interactive device which can be interpreted as the language used by the teacher as a source of knowledge input, regulates class activities, and communicates language (Yanfen & Yuqin, 2010). Because of its crucial role in the learning process, research on teacher speech has been widely carried out in various worlds with their uniqueness and point of view that can fill the gaps in the literature.

The synthesis of the narrative review will be analyzed through two sub-chapters, namely the forms of teacher talk and the importance of teacher talk for learning English as a foreign language.

1. Forms of EFL Teacher Talks

The role of the teacher in the learning process is as a facilitator so that learners can be more active in communicating. However, the percentage of teacher talk is more than the number of learner talk. Of the total class time, teachers have a percentage of 56.4% for speaking (Sagita, 2018). In line with this, Rezaee and Farahian (2012) also said that 62%-73% of the total class time was allocated for teacher talks. Meanwhile, the discussion time for students is only around 20%-25%, and the remaining 5%-12% is for joint activities. This fact indicates that the teacher talk during learning can significantly affect learning foreign languages, especially English (Sagita, 2018).

This narrative review finds four categories of teacher talk based on points that are considered similar, namely modification of talk to facilitate learners, teacher talk based on the teacher's role as a facilitator, teacher talk based on responses to the learner, teacher talk based on his attitude in the classroom.

1.1. Modification of Talk to Make It Easier for Learners

The teacher talk in the first category is seen based on the modifications made by the teacher during the learning process. This modification can be in the form of word choice or pronunciation. In delivering material or giving directions to students, teachers must pay attention to their words so that they can be understood by students in class, especially in foreign or second language classes. One form of teacher talk is using simple vocabulary and sentences to make it easier for learners to understand (Al-Ghamdi & Al-Bargi, 2017). This is in line with Nel and Mirioglu (2015), who found that teachers use more basic vocabulary for learners of English as a foreign language, especially those with lower language proficiency levels.

In pronouncing a word or sentence, the teacher must also use a clear articulation so as not to cause misinterpretation by the learner (Al-Ghamdi & Al-Bargi, 2017). In addition, a repetition is also a form of teacher talk that is often used to determine whether the learner understands what the teacher is talking about (Zhang, 2020). Then, Al-Ghamdi and Al-Bargi (2017) also argued that in their speech, teachers must pay attention to pausing vocals and slow down the talk to give students time to digest and understand what the teacher is talking about.

This form of speech will make it easier for students to capture the information provided by the teacher. In addition, the teacher also applies a clear word emphasis so that the meaning can be distinguished by the learner (Al-Ghamdi & Al-Bargi, 2017).

As stated by Al-Ghamdi and Al-Bargi (2017), the teacher also tries to clarify the learners' responses by using stressing words, namely the teacher will emphasize certain syllables by stressing or raising the voice so that the difference between syllables can be seen. The following is an excerpt from the research of Al-Ghamdi and Al-Bargi (2017).

Example: Teacher: Excellent. ↑So, where do we put the ingredients for pizza? (Pointing to the ingredients at the top of pizza).The word 'so' is marked with an upside arrow to show that it is said in a slightly rising tone at the beginning of the word because that is where the emphasis is. Not only that, but the teacher also made lexical modifications in carrying out the teacher talk in the English class as a foreign language. Nel and Mirioglu (2015) said that native speakers and non-native speaker teachers in EFL classes modify their speech lexis to teach non-native learners. It was also found that there is no difference in lexical modification in English as a foreign language class at primary and secondary levels (Ünel & Mirioglu, 2015).

Some of the modifications teachers make in their speech are usually done to facilitate the delivery of material and give orders. Because teachers are considered more experts in mastering English while English learners in foreign language classes are still relatively unskilled, it is necessary to modify the speech to understand the information conveyed to avoid misunderstanding the intent. Seeing that there is no difference in modifications at a certain level of education, it can be said that teachers at the elementary and upper secondary levels alike make modifications to their speech. Even though the level of education is different, modifying this speech can help teachers achieve learning goals, and students also do not feel burdened by mastering English as a foreign language.

1. 2 Teacher talks that shows a role as a facilitator

Some forms of speeches used by teachers in the studies analyzed are the ones that indicate that the teachers facilitate the teaching and learning process. Facilitating learning in the classroom can be from the teacher's providing direction, explanations, and information and asking questions. Teacher talks can show teachers' role to help understand communication (Poorebrahim & Talebinejad, 2015), building, and also regulating communication patterns (Syarifudin, 2012) during the learning process so that the class atmosphere becomes friendly (Sagita, 2018).

In addition, from 13 research results that were analyzed, it turned out that 6 of them found that the form of teacher talk that was quite commonly used was questions. The talk in the form of questions showed the most significant percentage used by EFL teachers, namely 40.77% of the entire teacher talk (Aisyah, 2016). In addition to ensuring

learners' understanding, Aisyah (2016) also said that asking questions can stimulate and make learners contribute more during the learning process. Colle and Fitriati (2018) also agreed that teachers could check students' understanding and stimulate learners' involvement in the classroom by asking questions.

Ensuring students' understanding was done by asking students to re-explain what they had learned along with examples (Zhang, 2020). Rezaee and Farahian (2012) classified the types of questions into several categories, namely procedural type, which are questions related to learning activities, convergent type, which are questions that require short answers, divergent type, which are questions that require higher-order thinking skills, self-answer type where the teacher will answer the questions posed by themselves, and the volunteering type in which the teacher asked questions to seek responses voluntarily. Meanwhile, Sagita (2018) divided the types of questions into two categories, namely open questions whose answers are in the form of opinions or responses from students and closed questions whose answers can be "yes" or "no."

The teacher talks in the form of providing direction and information are teachers' way to provide input to the learner to stimulate the learner's interest during the learning process. This is supported by the existence of questions that can ensure the understanding of the learner's mastery of English so that the teacher can still monitor whether the English learner understands the material. In addition, asking questions can maximize the contribution of learners in EFL classes since students can give their opinions or responses and practice the English directly that they have acquired.

1.3 The teacher talk in the form of a response to the learner

The next category is the teacher talk as a response to the learners. After providing input and then being responded to by the learner, the teacher will often provide his response. Responses from teachers can be in the form of accepting and using ideas from students, as stated by Aisyah (2016). Aisyah further said that accepting or using ideas from students is an attempt by teachers to solve problems by involving students. This is done by modifying answers or responses from students or using other words or speech from the teacher himself.

Other types of responses found by Basra and Toyyibah (2017) are in the form of sentences of thanks, apologizing, and congratulating. The word "thank you" is usually said by the teacher when the teacher receives something from the learner, or it can be when the learner tries to remind the teacher when something is wrong,

then the "sorry" is done when the teacher makes a mistake during learning such as mispronouncing the name of the learner (Basra & Toyyibah, 2017). In addition, the teacher also speaks in the form of feedback, where the teacher can justify or respond to the learner's responses (Aisah & Hidayat, 2020). The feedback given by the teacher is in the form of a direct response from the teacher to provide correct information to students (Aisah & Hidayat, 2020). The following is an example excerpt from the finding in the study by Aisah and Hidayat (2020):

By giving feedback to students, both in the forms of correction and appreciation, students can feel that the teacher appreciates their contribution to the class. The response given by the teacher does not mean that only the learner can make mistakes during the learning process, but the teacher can also make mistakes or mistakes. For this reason, giving good responses indirectly also familiarizes students to respect each other and be brave to admit mistakes, and do not hesitate to correct if something goes wrong but in a good and polite way.

1.4. Teacher talk based on his attitude in class

Although the term "talk" indicates verbal communication, interestingly, some research results show that teacher talk can be the attitude that teachers show in the classroom. The next teacher talk is based on the teacher's attitude in the classroom during the learning process and is categorized as an attitude because it involves the teacher's attitude in the learning process. The first is a good rapport, which reflects the closeness between teachers and students in the classroom (Aisah & Hidayat, 2020). As mentioned by Aisah and Hidayat (2020), good rapport between teachers and students was shown by how teachers know and memorize the names of students in class. This is considered a professional attitude shown by the teacher to improve the class.

Besides building rapport between students, teachers also sometimes gave students more time to think after being asked a question. Aisah and Hidayat (2020) said the teacher did this to give students longer time by pausing between questions and answering time to think and pay attention to the questions so that the answers produced were more critical and varied.

Another thing that teachers do is consciously correct their own mistakes. In his research, Zhang (2020) said that being aware of one's own mistakes and correcting them during learning can exemplify that mistakes when speaking English are considered natural.Some of the attitudes shown by the English teacher can indirectly accustom students to having good English learner characters, such as daring to admit mistakes, being confident in speaking English, having a good relationship with the teacher, and thinking critically.

1. The Importance of Teacher Talk

After knowing the forms of EFL teacher talks, the subsequent analysis is on its general importance for the learning process during lessons. One of the essential roles of the teacher talk is providing examples of the correct form of language to English learners because there is often ignorance of phrases or words by learners, so that information is needed about this from the teacher (Incecay, 2010). In foreign language classes, language input is critical as a tool for communication (Zhang, 2020). Concerning this, Chu (2014) argued that teacher talks could be a scaffold, or it can be said as a communication bridge between the teacher and the learner. Therefore, the learning process can run more effectively with the teacher talk because teachers and students can understand each other through the language delivered. For this reason, the role of the teacher talk is needed so that it can help students master the language.

In addition, Zhang (2020) also said that teacher talks could increase the language potential and creativity of English language learners as a foreign language. The teacher talk can also help students realize that making mistakes and learning from their own mistakes when learning English is part of learning and self-correction (Zhang, 2020). In their research, Aisah & Hidayat (2012) added that teacher talks could form a classroom atmosphere that encourages students' thinking skills and cognitive capacity while developing English language skills.

For this reason, the role of teacher talk in the classroom is constructive for students in learning, and it needs to be considered by the teacher in regulating his speech to achieve the objectives of the learning process of English as a foreign language. By knowing the form of teacher talk in the English class, the teacher can also adjust its use during teaching to make an effective learning process for students.

CONCLUSION

The speech forms of EFL teacher talks are classified into four categories. The first is based on the modification of speech to facilitate learners' learning. The second category is the teacher talk as a facilitator, where the teacher plays a role of a person that delivers the material, gives explanations and directions, and asks questions to students in a class to ensure understanding. The third is teacher talk as a response to the learner. Lastly, non-verbal teacher talk.

Meanwhile, from the data analysis, it can be listed that the vital role of EFL teacher talk is to provide correct language input to English language learners because it can be a communication scaffold between teachers and students.

Based on the findings of this narrative review, the author recommends that foreign language teachers pay more attention to the types of talks that they use in classrooms. Giving adequate responses or showing certain positive attitudes can give students a sense of appreciation and improve their learning motivation. The current study has provided an analysis of 13 empirical research articles on the topic of teacher talk. The number of studies reviewed is still limited, and therefore, the result might not represent the trend of all contexts and settings. There should also be a review of more currently published articles, so that consistency or variety of findings can be seen.

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English Skill of Traditional Transportation Drivers in Malioboro Indonesia

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English skills are very important for traditional transportation drivers in Malioboro, Indonesia. This research analyzes the latest facts about the English skills of traditional transportation drivers in Malioboro, barriers to mastering English, and their impact. The subject of this research is the traditional driver transportation (pedicab and andong) in the tourist area of Malioboro. The data collection techniques are interviews, observation, and documentation. The data analysis technique used in this research is data reduction, data presentation, and conclusion drawing. The results of this study indicate that: (1) the English skill of traditional transportation drivers in Malioboro is still low (2) The inhibiting factors in mastering English are low economy, old age, limited time, low literacy, low education, no training Free English from the government (3) The impact of the inability to communicate in English well is difficulty in making agreement on service rates and less than optimal service delivery.

Keywords: English skill, tourism, English for tourism, traditional transportation

INTRODUCTION

English speaking skills of traditional transport drivers in Malioboro Indonesia demand the attention of teachers or researchers. That's because the driver's English-speaking skill is very important to communicate with foreign tourists. English is a global language that is mostly used for world communication, so tourism will benefit from using English as the main language of communication (Rao, 2019). Mastering English has a positive impact in all areas of the tourism sector (Erazo et al., 2019). Drivers of traditional transportation, whether Andong or pedicab drivers in Malioboro, must have English skills to communicate with tourists from abroad who need traditional means of transportation, andongs, and pedicabs that involve them. The development of the quality of tourism services using traditional transportation pedicabs or andongs is still needed in the Malioboro and surrounding areas.

The tourism sector can be a vehicle in the country's development process. One aspect closely related to the development of a country is the economic aspect. Kyara et al. (2021) prove that the development of tourism can promote the economic growth of a country. Ada five sectors in the tourism industry that encourage the growth and development of the country; health tourism, sustainable tourism, cultural tourism, ecotourism, and Islamic tourism (Noor et al., 2019). The tourism industry has an important role as a source of foreign exchange earnings. It can encourage national economic growth, especially by reducing the number of unemployed and increasing the productivity of the Indonesian state (Yakup, 2019). The trade hotel represents tourism activities and restaurant sectors to contribute to economic growth (Antara & Sumarniasih, 2017). Based on the explanation can be concluded that tourism can help in the process of developing the country's economy.

A study conducted by the Indonesian Ministry of tourism explains the tourism sector's contribution to the economy. The role of the national tourism sector in the economy can be seen through foreign exchange earnings, regional income, regional development, and the absorption of investment and labor and business development spread across various regions in Indonesia. According to Pocket Book of the Ministry of Tourism, the tourism sector's contribution to the national Gross Domestic Product (GDP) in 2014 reached 9% or Rp. 946.09 trillion. Meanwhile, foreign exchange from the tourism sector in 2014 reached Rp 120 trillion and contributed to employment opportunities for 11 million people (Anggraini & Riyanto, 2017).

The explanation described above shows that the tourism industry contributes to economic development in Indonesia, so it is very important to develop the tourism sector. One of the famous tourist destinations in Indonesia is Malioboro. Although Maizida's research (2021) states that foreign tourists prefer temple tours to Malioboro compared to domestic tourists, Galura (2019) reveals that the Malioboro area is the most important place tourists want to visit when in the city of Yogyakarta. That matters because of its strategic location and close to the historical heritage area. Of course, this is an attraction for foreign tourists who want to know Java's history, culture, and customs, which are still very strong.

As previously mentioned, Malioboro is an industrial tourism area that is in demand by local tourists and foreign tourists. In this regard, what needs to be considered is English as the language of instruction in the services provided for foreign tourists. English has a very important role in the tourism sector (Erazo et al., 2019; Zahedpisheh et al., 2017). This is because English skills are needed in the tourism sector to provide information and services, for the development of human resources that have a significant positive effect on the performance of local tourism businesses, and can support socio-economic development (Prihandoko et al., 2019; Thitivesa, 2020). So it can be concluded that the use of English has a very positive impact on the tourism sector.

As explained earlier that English is very important for tourism. It can be seen that English cannot be separated from the tourism sector. For tourism, three categories require the development of English, namely tourism facilities such as bulletin boards or signposts, soft skills such as the ability to speak English of tour guides, and promotional activities such as bilingual websites and social media. (Reswari et al., 2021). Meanwhile, in Malioboro, research by Da Silva et al. (2021) produced data stating that Indonesian and English have been used in commercial, regulatory, and infrastructure signs in Malioboro, which are primarily informative. However, the percentage of the use of English is still much less than Indonesian.

Foreign language skills are necessary for people working in the tourism and hospitality sectors. This is because staff are required to have an appropriate level of English proficiency to make tourists feel comfortable during their stay and travel (Erazo et al., 2019). So, tourism workers need to develop their ability to speak English.

Because Zahedpisheh et al. (2017) stated that learning specific skills in English can help apply them correctly and appropriately in certain professions, workplaces, or disciplines, including workers in the tourism industry sector.

Tourism workers improve their English skills to improve the quality of their work (Lertchalermtipakoon et al., 2021). The most important requirement for English for tourism workers is to speak, then listen, read and write. While the function of using English for them is to provide information, provide services, and offer assistance. Meanwhile, the problems found in the use of English for tourism workers are the inability to understand foreign accents, inappropriate words and expressions, inadequate vocabulary, and lack of knowledge of grammar. So, it can be concluded that English is very important for tourism workers, but there are still obstacles in mastering it.

Based on the explanation in the previous paragraph, it can be seen that tourism workers must have proficiency in English. For example, drivers of traditional transportation such as pedicabs and Andongs. Andong and Andongs are passenger transportation that has uniqueness and characteristics that make them a regular means of transportation and have become part of a halal tourist attraction that is quite popular among tourists in the Malioboro area (Rakhmad, 2021). So for drivers of traditional Andong and pedicab transportation who are also tourism workers, it is important to master communication in English well.

Based on the facts described above, this study aims to analyze the importance of mastering English for drivers of traditional transportation in Malioboro. There are several previous studies whose scope of research theme is similar to this research. For example, Magupita and Fatmasari's research (2018) which examined the English learning strategies carried out by traditional becak transportation drivers in Malioboro with informal learning strategies through self-study, memorization and repetition methods, and learning anytime and anywhere. Then, Lusiana's research (2018) also examines the English learning strategies carried out by the souvenir shopkeeper in Malioboro with self-taught informal learning and learning while practicing. So, it can be seen that the focus of this study is the English learning strategy used by tourism workers in the Malioboro area. Meanwhile, the focus of this research is different from the previous studies described in the previous paragraph. This study will discuss the facts on the English skills of traditional transportation drivers in Malioboro, barriers to mastering English, and their impact.

This research is important to develop the quality of tourism services in Malioboro. This is because the priority of using English is used to provide information and services (Prihandoko et al., 2019).

Effective communication in English can help develop the tourism sector (Amirbakzadeh & Vakil Alroaia, 2020). Meanwhile, the Covid-19 pandemic has impacted the tourism sector in Indonesia (Dinarto et al., 2020; Guridno & Guridno, 2020; Pramana et al., 2021). Data obtained from the statistical agency for the Special Region of Yogyakarta shows the number of foreign tourists visiting Yogyakarta through the number of hotel reservations has decreased during the Covid-19 pandemic (BappedaDIY, 2021). So, this is the right momentum to develop the tourism sector, which is expected to help improve the economy through the tourism sector.

METHODS

This research is classified as qualitative research. Participants in this study were drivers of traditional transportation in the tourist area of Malioboro, Indonesia. The data of this study are about the condition of the English language skills of traditional transportation drivers in Malioboro, the obstacles in mastering it, and their impact. Researchers obtain comprehensive data based on findings from the field. The process of collecting data in this study was carried out using observation, interviews, and documentation. Observations were made in the tourist area of Malioboro, Indonesia. The interview technique was carried out conducting two pedicab drivers and one andong driver. Researcher also collects literature sources related to this research topic, such as books and research journals. The data analysis technique used in this research is data reduction and data presentation with coding process, then conclusion drawing. The conclusion is obtained by reducing the data obtained during observation, interviews, and documentation.

RESULTS AND DISCUSSION

The results of the data collected through observation, interviews, and documentation are categorized into three mains categories: (1) Communication skills in English between traditional transportation drivers and foreign tourists, (2) Factors causing difficulties for traditional transportation drivers in Malioboro in communicating in English, (3) The impact of difficulties in communicating in English for drivers of traditional transportation in Malioboro. Communication Skills with English of Traditional Transport Drivers in Malioboro Table 1 below presents the results of interviews conducted to find out the facts on communication skills with traditional English transportation drivers in Malioboro.

Table 1. English Communication Skills of traditional transportation drivers in Malioboro

From the results of interviews conducted with drivers of traditional transportation in Malioboro, such as Becak and Andong, it can be seen that they are still weak in their ability to communicate in English. Even though some have little basic ability in English to communicate with foreign tourists, they are still very basic. For example, ask for the purpose and the price offered. Those who have difficulty speaking English in communicating with these tourists use the floor plan to ask for destinations and prices. In addition, many tourists are already fluent in Indonesian and even smooth Javanese, so that is quite helpful. From this explanation, it can be concluded that the communication skills in English for traditional transportation drivers in Malioboro are not good.

Drivers of traditional transportation such as andongs and pedicabs are tourism workers in the Malioboro area. For tourists visiting Yogyakarta, Malioboro is a must-visit destination for both local and foreign tourists. Working in tourist attractions that many foreign tourists visit requires

Aspect	Statement	Coding
Ability to communicate in English concerning traditional transportation in Malioboro	**Pedicab Driver 1:** I can speak English a little bit, for example: 'where are you going?', 'Where are you going?', 'The price is …., that's it.'	weak
	Pedicab Driver 2: I usually only talk about the price and the place. I'm not fluent in English. I didn't graduate from elementary school. I can only listen to communication. Here, many Japanese people can speak Javanese. I often take Japanese people first, who can talk to Javanese fluently.	low
	Andong Driver : Many foreign guests can speak Indonesian recently. I can't speak English, I usually ask using a map, and the price. 'Where are you going?', 'Where is the destination?', 'The price is Rp…..', 'I want to see the map.'	weak

them to communicate in an international language, namely English well. This makes it easier for traditional transportation drivers to communicate with foreign tourists so that it can also help in providing good and quality service. Unfortunately, the facts on the ground show that traditional transportation drivers in the Malioboro area do not yet have good skills in communicating in English. If anyone can, it's still only basic English-speaking skill. It is still lacking to be a capital in communicating with foreign tourists well. This is in line with what was stated by Gani and Damayanti (2018) that tourism workers have difficulty speaking English. So, it can be seen that English is still a problem faced by tourism industry workers in Indonesia, reinforced by the results of this study.

It turns out that the problem of mastering English in the tourism sector also occurs in other countries. Fujita (2019) revealed that workers in Japan engaged in tourism have difficulty listening and speaking in English when communicating with foreign tourists. In addition, also there are problems in the publicity translation of china red tourism which due to the lack of understanding of the target language and the function of the text, there are various problems in the translation of words, sentences and discourses (Shen, 2021). So, it can be concluded that the problem of the ability to communicate in English in the tourism sector does not only occur in Indonesia but is also a problem in other countries.

Factors Causing the Difficulty of Traditional Transportation Drivers in Malioboro in Communication with English Table 2 below presents the results of interviews conducted to determine the factors that cause difficulties for traditional transportation drivers in Malioboro in communicating in English.

Table 2. Factors causing difficulties for traditional transportation drivers in Malioboro in communicating in English

The interview results show that several obstacles hinder traditional transportation drivers in the Malioboro area so that they are less fluent in English. Some of these factors are (1) low economy, (2) old age, (3) limited time, (4) low literacy, (5) low education, (6) no free English training from the government so that it can be seen that there are indeed many obstacles faced by drivers of traditional transportation in the Malioboro area, which causes them to be unable to master English.

The inhibiting factors faced by tourism sector workers are not only those mentioned in the previous paragraph. Gani and Damayanti (2018) revealed the obstacles tourism workers face in communicating with foreign tourists using English, namely the problem of opportunity to speak English, lack of vocabulary and collocation of guides, and mispronunciations. In addition, Lertchalermtipakoon et al. (2021) added that the obstacles faced in using English are listening and speaking skills as the biggest problems in communication. It can be seen that the results of these studies support that there are indeed many factors that hinder tourism workers in communicating in English. And this study adds several factors that have not been mentioned in previous studies.

The Impact of Difficulty Communicating in English for Drivers of Traditional Transportation in Malioboro. Table 3 below presents the results of interviews conducted to determine the impact of difficulties communicating in English for drivers of traditional transportation in Malioboro.

Aspect	Statement	Coding
Factors Causing the Difficulty of Traditional Transportation Drivers in Malioboro in Communication with English	**Pedicab Driver 1:** *Because, first, the economic demands of the family. Second, my age is old, sir. I want to study, but time is constrained, sir. I work as a Andong driver to earn income for the needs of my wife and children. As the head of the family, I was required to provide them with food and drink (sustenance) for the family.*	-Economic low - old age -Limited time
	Pedicab Driver 2: *I can't read, I can't write, let alone English, because I didn't graduate from elementary school. I have never received direction or facilities for learning English from the Government.*	-Low reading and writing skills -Low education -No English training from the government
	Andong Driver : *I have never had any English training. Those who want to speak English must study our participation in independent training because we have not received learning facilities from the government.*	-No English training from the government

Table 3. Impact of Difficulty in Communicating in English for Drivers of Traditional Transportation in Malioboro.

tourism practices and coordinating with businesses and residents. Synergistic interaction between the central and regional governments can encourage the rapid

Aspect	Statement	Coding
The Impact of Difficulty Communicating in English for Drivers of Traditional Transportation in Malioboro	**Pedicab Driver 1:** *Foreign tourists often also bargain for transportation costs by Andong. There are good tourists, they give tips, bigger money. Good passengers sometimes charge more. I'm usually by agreement. However, if I was given more money, I accepted it because it was a gift from the passenger.*	Tariff determination
	Pedicab Driver 2: *There are various kinds of foreign tourists; some can be Indonesian. They like to haggle the cost of Andong transportation.*	Tariff determination
	Andong Driver: *I can't raise the price, just the standard price—the difference between short distance and far distance costs. I often take foreign tourists to hotels around Pawirotaman, Yogyakarta.*	Tariff determination

Based on the results of the interviews presented above, in general, the impact obtained by drivers of traditional transportation such as Andongs and pedicabs in the Malioboro area revolves around the problem of determining service rates. Offering a specific price, of course, requires a communication process. However, they have difficulties due to their lack of expertise in communicating in English with foreign tourists. They find it challenging to determine what traditional transportation costs they want. They have limitations in English.

Several research results support the research results described in the previous paragraph. If it was mentioned earlier that the lack of English proficiency possessed by tourism workers could have a negative impact on the tourism industry, then having ability in English can have a positive impact. As Erazo et al. (2019) stated in the results of their research, proficiency in English has a positive impact on the tourism industry sector. So it can be concluded that English is very important for the tourism sector because it can have a significant impact.

The explanation presented above on the impact of English on the tourism sector shows the importance of English in the tourism industry. It should be a concern for the Yogyakarta local government to pay more attention to the quality of traditional becak and andong transportation drivers, especially in terms of communication skills in English. According to the theory expressed by Liu et al. (2020) that the central government plays the role of steering, and the local government plays the role of serving by directly managing

development of tourism. Government policies and tourism resources (including traditional transportation drivers) simultaneously affect the competitiveness of tourism businesses, which can affect the performance of tourism businesses (Susanto, 2019). So that indirectly it can help increase the interest of foreign tourists to visit Indonesia, especially Malioboro.

CONCLUSION

The results of this study indicate that the English skills of drivers for traditional becak and andong transportation in Malioboro are still lacking. Many drivers have difficulty communicating with foreign tourists using English. This hampers the smooth communication between customers and service providers. Furthermore, the factors that hinder drivers in mastering English are low economy, old age, limited time, low literacy, low education, and no free English training from the government. These inhibiting factors come from internal and external sides. Meanwhile, the impact of the inability to communicate in English well is the difficulty in making an agreement on service rates. This of course can interfere with the comfort of the tourists and harm the drivers as well.

Some of the factors that prevent drivers from mastering the ability to communicate in English can partly be resolved by themselves, but there are also those that need support from other parties.

For example, the local government of Yogyakarta should provide an English language training program for tourism workers in Malioboro including drivers for traditional becak and andong transportation. This is done to improve the quality of service through the development of the quality of tourism workers in Malioboro, in order to attract more foreign tourists. As well as traditional transportation drivers in Malioboro can get a decent wage.

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Digital literacy in EFL learning: University students' perspectives

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The 21st century has widely opened the opportunity for society, specifically in the educational party, to excel their performance in digital literacy. This relates to the competence required in accessing information using media and ICT tools in the process of learning. Technology integration in EFL learning has been a common issue, yet studies in digital literacy in language learning are still scarcely being conducted. This study explores university students' digital literacy skills and their perspectives on digital literacy in EFL learning. Two instruments were utilized through a qualitative method, including a questionnaire and interview. The findings showed some aspects of digital literacy influencing students' EFL learning. This involves students' information literacy, ICT and media literacy, and their perspectives on digital literacy. The result indicated that EFL university students are encouraged to apply digital literacy since almost all learning components are integrated with digital technologies. As a consequence, they showed high awareness to keep up with the latest issue on digital literacy in their EFL learning.

Keywords: digital literacy, EFL learning, technology-enhanced language learning

INTRODUCTION

Digital literacy is perceived as one of the demanding skills needed by 21st-century society based on the World Economic Forum in 2015 (Kementerian Pendidikan dan Kebudayaan, 2017). This has to do with the ability to understand technology, media, and information, as well as communication skills, to create and share meaning, to analyze and evaluate the knowledge available on networked digital resources (Hague & Williamson, 2010). The prominence of having digital literacy is also the result of the enormous growth of internet users. A survey revealed that in 2022, 77,2% of Indonesia's population are penetrated with internet, and they are active users which grow higher than the previous years (APJII, 2022).

This indicates that nearly most of our societies rely on the internet and technology for their various activities. Consequently, the need to educate society about digital literacy is urgently required. To begin with, the educational institution is the one that has an influential role in manifesting and teaching the future generation the value of being literate in digital. This is because the education domain is also directed through the process of globalization along with digital tools outreached mastery (Martin, 2006). The requirement to adapt to the development of digital technology is to prepare students, particularly at a higher education level, to be successful in the near future, such as in their work careers and living with society. This is also in line with the fact that digital literacy helps students engage with the world of competition and cope with the growing competitiveness in the digital era (Komlayut & Srivatanakul, 2017).

Conversely, the importance of mastering digital literacy is not limited to a particular subject or lesson students learned, yet in language learning, it is also indisputable. In addition, there are demands for language learners to develop digital literacy skills and language-learning strategies in technology-enhanced language learning (TELL) environments (Son et al., 2017). In the early times, the application of technology in language learning was limited to grammatical drills, lexical games, transformation exercises, and restricted to autonomous student-computer interaction (Brett & González-Lloret, 2009). However, nowadays, the practice of language education aided with technology has expanded, such as facilitating human-to-human communication and offering them to practice their language acquisition with some programs such as websites, the internet, blogs, wikis, podcasts, and so forth (Brett & González-Lloret, 2009; Dudeney & Hockly, 2007; Johnson, 2017). This has a significant value because the information students absorb comes from huge resources with multiple formats on the internet, and thus, they will explore their literacy and language skills wider instead of the discrete ones. In this case, it is then expected that today's English classroom goes beyond single literacy, yet diverse areas exist in literacies, such as technology, multimedia, relationship, and culture (Shoffner et al., 2010). As a result, students are encouraged to perceive digital literacy as a predominant skill and to be the basis for supporting their language learning in today's era.

Studies on digital literacy in EFL learning have been conducted by some researchers. One study by (Kurniawati et al., 2018) investigated the practice of digital literacy in EFL classroom of senior high school teachers from two generations, that is digital immigrant and digital native in Indonesia. Employing ACOT (Apple of Classroom of Tomorrow) framework, consisting of a series of technology utilization for teaching and learning that is categorized into five classifications: Entry, Adoption, Adaptation, Appropriation, and Invention, finding showed both teachers were at the Adaptation stage in terms of their digital literacy based on the utilization of digital media in assisting students' learning. This indicated that teachers who are native in digital technology do not guarantee that their developmental stages of digital literacy are superior, but experience and teacher training do (Kurniawati et al., 2018).

Another study by (Durriyah & Zuhdi, 2018) explored the digital literacy practice of the EFL student teachers. They investigated these student teachers' perceptions about the use of digital technologies and how they learned about theories and practices behind the use of digital technologies in teaching and learning. Results showed that these student teachers referred to their personal experience in selecting digital technologies as potential tools for their teaching and learning. In addition to the result, these student teachers selected Facebook, blogs, Skype, and WhatsApp as the popular digital technologies they can use to prepare to teach in the units contained in a junior high English textbook. This perception was perceived based on student teachers' sharing thought, where these technologies offer a safe feeling to

participate (Facebook closed group), a good chance to foster students' ownership in developing writing skills (blogs), to develop spontaneous and authentic oral communication (Skype), and offer intimacy and immediacy to nurture a dynamic community of learners to feel togetherness and accessibility (WhatsApp, a messaging platform).

Referring to previous studies on the practice of digital literacy in EFL context, most studies employed the framework of digital literacy which tends to be general in a sense. Thus, it might be less contextual to the research carried out in the scope of students' learning. The aforementioned studies have not offered concrete illustration of sort practices that might represent stages that can be achieved as the essential skills of digital literacy. As it is asserted, digital literacy is defined past the mastery of technical digital tools and technologies usage, yet skills, knowledge, and understanding technology media, information, and communication usage, requiring both cognitive and technical skills (American Library Association, 2013; Hague & Williamson, 2010; Jones & Hafner, 2012).

In addition to that, the previous studies limited their subject that is teachers or student teachers as the subject or participant of the study. Therefore, this study expects to fill the gap by employing a framework by (Trilling & Fadel, 2009) consisting of Information Literacy, Media Literacy, and Information and Communication Technology (ICT) Literacy, as well as involving EFL students of postgraduate study to be the participant. This is because the influence of digital technologies continues to be developed and expanded, not only in the process of teaching, learning and research, but also the colleges and universities are needed to be ensured that students can both use digital tools and critically consume and create a variety of content to reach the digital literacy skill (Feerrar, 2019).

A similar study once has been conducted by (Son et al., 2017) yet it limited on the quantitative discussion on the level of digital literacy skills students have. However, the framework used by (Son et al., 2017) was represented the framework employed in this study in order to further examined students' perspective about Information Literacy, Media Literacy and ICT Literacy as three of digital literacy skills they require to possess in relation with their experience of digital literacy in EFL learning. Thus, instead of focusing merely on measuring students' digital literacy skill level, this study was attempted to examine students' perspective through a qualitative method, as well as the benefits and constraints they experience during the learning through digital technologies.

Definition of Digital Literacy

Digital literacy is defined as the ability to use information and communication technologies in a critical thinking way (American Library Association, 2013). This involves knowing digital tools and using the information and communication technologies to find, evaluate, create, and communicate information, through both cognitive and technical skills (American Library Association, 2013; Hague & Williamson, 2010; Jones & Hafner, 2012)

In similar vein, digital literacy has also been defined as the practice of doing communication, relation, and sharing thought and being associated with digital media (Jones & Hafner, 2012). It is concluded that, digital literacy is marked as individuals' awareness, attitude and ability, to appropriately use digital tools and facilities to identify, manage, evaluate, and synthesize digital resources to establish new knowledge through creating and communicating it with others (Martin, 2006). In short, the aforementioned digital literacy leads to the understanding and use of technology for learning, starting by searching and critically evaluating the information to be the learning sources, creating the sources into digital media, and the last, presenting and communicating it with their peers. Therefore, (Trilling & Fadel, 2009) categorize 3 components inside digital literacy skills students should own as it comes to the learning process. They are Information Literacy, Media Literacy, and Information and Communication Technology Literacy. These three divisions in digital literacy are explained further in the following:

A. Information Literacy
Students should be literate with the term information literacy, which demands them to access information efficiently (time) and effectively (sources), evaluate information critically and competently, as well as use and manage it accurately and creatively. Similarly, in language learning, the ability to cope with information literacy should be established. As students seek out information or references, they have to assure that the sources are credible, accurate, and reliable. They also have to decide which information is most useful and interesting and how to organize and display it to keep them engaged.

B. Media Literacy
Students need to perceive how to apply the media resources available for learning, and to create compelling and effective communication products such as videos, audio podcasts, and Web sites. "Media literacy" is defined as a medium to present the message. The messages can be in the form of print, graphics, animation, audio, video, Web sites, and so on. The crafting of the message should consider the "look and feel" of a Web site, for example, and the impacts the media message has on audiences based on the purpose. How to design and create Web pages, graphics, animations, videos, and games (including selecting the right digital tools for the tasks), and choosing appropriate communication methods to promote their work to other students. This is related to interpreting and valuing the message differently through the utilization of media.

C. Information and Communication Technology Literacy
Using appropriate tools well for learning is expected. A number of international organizations have been at work for decades to help close the world's digital learning divides and provide guidance on how to use ICT tools for learning. As an example, the International Society for Technology in Education (ISTE) dedicated to helping integrate ICTs into the daily work of schools and education systems involving students, teachers, and administrators. This reflects the utilization of digital technologies like computers, media players, and sort to be appropriately accessed, integrated and evaluated.

In conclusion, digital literacy is defined as the ability to understand and use credible information, produce and receive media in multiple formats and be able to utilize the information and communication technology for learning. From the aforementioned definitions of terms by the experts, it can be concluded that digital literacy is not merely a single skill that students need in order to adapt with the use of technology in learning. Digital literacy then appears as a skill to contribute to human development in this disruption era by integrating some aspects related to it, for example information literacy, media literacy, and also ICT or information and communication technology literacy.

In EFL learning, this skill is essential in order to prepare students with an abundance of learning resources they need to pick as their supporting materials. In addition, since students are now frequently exposed to digital media, learning English is supposed to be promoted through the integration of digital media and technology, as a lead to enhanced outcomes for students, and support the interactive process of learning. Finally, digital literacy in English learning is expected to contribute to the effectiveness of students' learning activities in today's society.

METHODS

Research Design
Throughout this study, a qualitative method was deployed in order to acquire the related information from the participants regarding their perspectives about digital literacy in EFL learning. This aims to explore and understand the meaning of an individual or group, where the process of research includes questions, procedures, purposeful sampling, collection of open-ended data, analysis of text or picture, representation of information in figures and tables (Creswell, 2009). Hamied, 2017 further claimed qualitative research involves bottom-up approach or inductive reasoning which is begun from observations and measures, patterns and regularities detection, and ended up with general conclusions or theories. In this research, the aim of this study is to explore EFL university students' perspective on digital literacy skill in their EFL learning. Utilizing two instruments, questionnaire and interview, this research started by administering the questionnaire to 22 EFL university students in a public university in Bandung, Indonesia, followed by conducting an interview to them based on the purposeful sampling. This aimed to proceed students' perspective regarding digital literacy that were delivered through questionnaire, and then acquired their response deeper through an interview session.

Data Collection
Collecting data throughout the questionnaire allowed the researcher to collect a number of data in a relatively short amount of time. Upon this study, though qualitative data was

deployed, questionnaire was still used in order to quickly gather the general data of a huge number of the subject participants. The data from questionnaires was involved at the beginning to portray students' understanding of digital literacy categories, that is derived from the framework by (Trilling & Fadel, 2009) regarding Information Literacy, Media Literacy, and Information and Computer Technology).

The questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Hamied, 2017). In addition, the in-depth interview was conducted to gain more understanding from the participants. It also aimed to clarify and confirm more regarding their answer, after they had finished fulfilling the questionnaire. It is supported by (Cohen et al., 2007) in which the questionnaire will be given to all the participants who are willing to participate, and continued to the semi-structured interviews, to those who are considered as knowledgeable through open-ended questions. Silverman, 1993 claims the importance of open-ended interviews, that is to enable respondents to demonstrate their unique way of looking at the world based on the respondent's definition. By conducting interview, the participants could expand and elaborate their responses toward the deeper questions regarding their perspectives on digital literacy in their EFL learning.

Participant

The participants of this study involved 22 university students in English Education or English Literature major from one public university in Bandung, Indonesia. The students involved in the study sat on the first semester, where most of the courses were in relation to research. Therefore, the digital literacy skill which involves the ability to search for information, create media and activity on information and communicate it in digital technology is applied. Therefore, the selection of the sample was based on purposive sampling (Creswell, 2009) where the researcher investigated the case based on her need to study, that was exploring EFL university students' digital literacy in EFL learning. This is in line with the assertion that the researcher handpicks the sample on the basis of judgment and the satisfaction to the researcher's specific needs (Cohen et al., 2007).

Instrumentations

As the main source for collecting the data, the instruments used by the researcher were questionnaire and interview.

a. Questionnaire on Digital Literacy (Son et al., 2017)
The questionnaire was adapted from the previous research done by (Son et al., 2017). The questionnaire encompasses 5 sections in which the researcher expected it to be feasibly answered by the participants. At first, the researcher gathered the profile of the participants, which became the prominent consideration to represent the sample of the study. In the first section, the researcher attempted to acknowledge the participants regarding their habit of using technology, the types of digital application they use to

practice their digital literacy skill, and their experience of learning activity through digital platforms. In the second section, the questions focused on the participants' information literacy. While in the third section, the researcher asked about participants' ICT and media literacy skills. In the fourth section, the researcher highlighted the benefits and constraints in digital literacy experienced by the participants. At last, the fifth section contributed as the main point to figure out the perspectives of the participants on digital literacy in English language learning. The questionnaire distributed to the respondents or participants showed their digital literacy skill and thus it was needed as the guidance to conduct the following data collection, which was an interview to gain more understanding on their answer.

b. Interview List
The urgency of conducting the interview was due to the fact that there were more phenomena which could be conveyed from the participants in order to gain deep understanding about their perspectives on digital literacy practice. The questions encompassed 5 main questions on digital literacy. The first question asked about the participants' general perception in using digital media and technology in language learning. The second question gained deeply to which extends their digital literacy could influence their language learning. The third question inquired about the participants' information literacy, media literacy and ICT literacy skills. The fourth and fifth questions were sequentially asked about the benefits and constraints of being digital literate by means of using digital technology in the participants' language learning activity.

Procedures

The data collections were carried out by distributing the link of the questionnaire made up from Google form through an instant message application (Whatsapp) to the respondents to suit the sample. The distribution of the questionnaire was done on November 9, 2021, while the interview was conducted on November 11, 2021. Upon the distribution of a web questionnaire, it would help the researcher gather the data in a more effective and efficient way. In addition to that, an in-depth interview was also conducted after the researcher collected the questionnaire given previously.

Data Analysis

The data were analyzed through coding procedures. It is part of data analysis which aims to conceptualize and categorize the data (Hamied, 2017). The stage involves examining or observing the data from the questionnaire and interview, giving labels to the individual phenomenon, and then analyzing and describing the data through answering the problem from the research question.

RESULTS AND DISCUSSION

Upon the research question "what are the university's students' digital literacy skill?", it was found that university students tend to develop their digital literacy skills in

language learning through some aspects. Throughout the questionnaire distributed and interview administered to the respondents, the findings and discussion are provided more detail in the following:

Students' Information in the Frequency of Using Digital Technology

Figure 1, looking up the result of the frequency of using ICT experienced by students, the majority of students were acknowledged to frequently experienced the use of a personal computer (PC) or laptop, mobile devices, with internet accessibility at home. It was known that they tended to use mobile phones as the most frequent technology they used for their learning with 21 responses dominating it. The basis mastery of digital literacy is related to the use of the digital technologies to aid them in searching for information, creating media in multiple formats, and also to be able to use ICT media and technologies. Thus, by recognizing students' frequency in using technology for their language learning, it can contribute to the understanding of digital literacy better. This is in line with the previous study done by (Hafifah & Sulistyo, 2020), they revealed that there was a significant correlation among internet frequency usage with participants' ICT literacy level, in which it disclosed the evidence that the more frequent participants implement the ICTs, the more literate they will become.
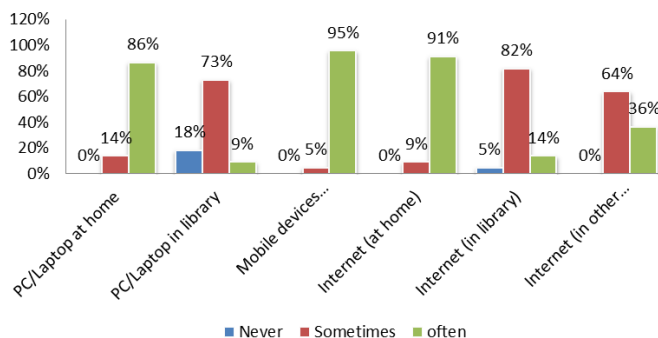
FIGURE 1 | Students' Frequency in Using ICT for Learning

Students' Types of Language Learning Applications

FIGURE 2 | Learning Applications Used by Students in Language Learning

Figure 2 represents the participants selected online dictionaries, social media, and YouTube respectively to be the frequent application used for their learning (95% voters). The participants stated that online or electronic dictionaries helped them in comprehending the material in language learning, the same as social media and YouTube. It is then followed by the instant message (86%), world wide web browser (82%), email (73%), digital book or E-book (68%), language learning management (68%), and language learning websites (64%). This indicated that digital technology adequately contributes to the enhancement of participants' language learning. The participants admitted from the interview session, that, using language learning applications especially those related to EFL learning like Oxford online dictionaries, Merriam Webster, BBC learning English, social media like Instagram could expose them with English learning material either spoken or written better. This is supported by (Gonzalez-Acevedo, 2016) who claimed that by using technology-enhanced gadgets would be aiding in the development of trans disciplinary skills, media literacy, while proving to be effective and engaging tools in the EFL learning setting. The participants felt engaged when they were learning through these kinds of applications with pleasure and originality of the material to enhance their language skills.

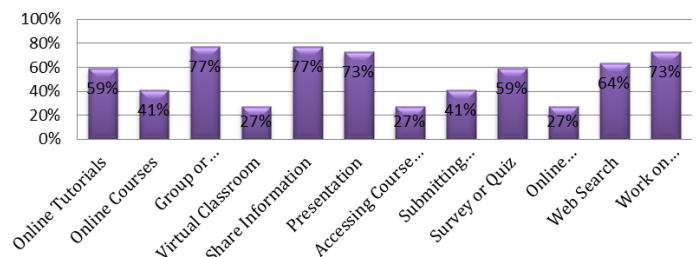## Students' Learning Activity Through Digital Technology

FIGURE 3 | Learning Activities Experienced by Students through Digital Technology

From the result of participants' types of learning activity in Figure 3, they mostly use digital media and technology to experience an online group discussion forum (77%), share information (77%), presentation (73%), and work on assignment (73%). Based on the previous result, it implied that digital literacy in EFL learning promotes students with a new culture in digital technologies to perform a number of experiences through digital technology and applications. The result showed that the type of learning activities helped them do discussion, share information, presentation, and work assignment virtually beyond the conventional classroom, accordingly to the digital learning applications they selected earlier. It is further agreed that learning through technologies

offers time to focus on the 21st century skills that requires more interaction among learners while providing tools to further build their skills on online collaboration, communication, leadership, social and cross-cultural activity (Trilling & Fadel, 2009). This phenomenon is also a proof that the application of new technology enables learners to increase opportunities to receive feedback from software tutors, teachers, and peers to reflect on their own learning process and be guided toward their progressive revisions in order to improve their learning (Bransford et al., 2004).

Students' Information Literacy Skill

On the next result and discussion, the researcher inquired about the participants' information literacy skills. They were asked to rate their information literacy skills into some categories. The first question was about finding and accessing information from the internet effectively and efficiently. The second question was regarding how they evaluate the information. While the third question regarding the ability to decide which information suit their need.
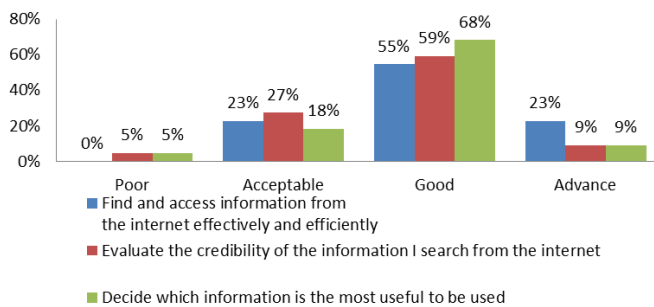
FIGURE 4 | Students' Information Literacy Skill

Figure 4. In the first question, it generally presented that the majority of students already had good information literacy skills, since they could find and access information from the internet effectively and efficiently (55%), evaluate the credibility of information (59%), and decide the most useful information (68%). This is supported by (Martin, 2006) that being literate in digital means knowing the knowledge of how particular communication technology affect the meanings they convey, and it needs the ability to analyze and evaluate the knowledge available on the web.

The significance of students' information literacy is to point out how the information spread through digital media can be well used by the participants to avoid uncredible sources. Furthermore, as it comes to learn English, the participants may find sources which are not relevant to improve their language learning, thus, any information related to learning field should be filtered in order to support them with credible sources as their knowledge.

Students' ICT and Media Literacy Skill

From the ICT and media literacy perspectives, students indicated themselves as those who range from having

acceptable to good literacy skill. It is known from the result that is described from the following figure. It is quoted that digital literacy is associated with computer skills, whilst others see it involving the kind of critically ascribed to media literacy (Belshaw, 2011).
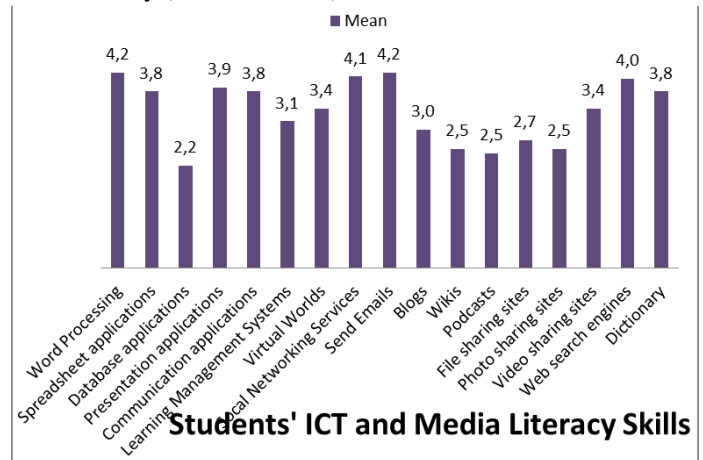

FIGURE 5 | Students' ICT and Media Literacy Skill

From the figure 5 above, the students mostly were good at ICT and Media literacy skill. Out of 22 respondents 50% and more performed good literacy in ICT and Media from word processing, learning management systems, emails, dictionaries, and so fort. This is reflected from the mean of their literacy in ICT and media that ranges from 1 as never use, 2 as poor, 3 as acceptable, 4 as good, and 5 as advance.

The implication of recognizing students ICT and media literacy is to indicate that students possess the ability in dealing with a sort kind of digital literacy aspect. It is significant since students are always displayed by the use of ICT and media in their daily activities. Thus, to balance, students need also to promote them in their language learning, how to transform the information into multiple format which can be accessed by them for learning. This is confirmed by (Trilling & Fadel, 2009) referring to media literacy as a need to be perceived by students for learning, create compelling and effective communication products such as video, audio, podcast, and other multi literacy types.

Students' Perspectives on the Benefits and Constraints in Using Technology to Perform their Digital Literacy in EFL Learning

For the next research questions, "what are the university's students' perspectives on digital literacy skill in their EFL learning?", it was found that university students tend to encourage and take some benefits to their EFL learning throughout digital literacy, though constraints cannot be avoided. Digital literacy certainly opens both challenges and opportunities for schools and educators as they seek to apply the skill to engage students assist their learning (Hague & Williamson, 2010).

Based on the students' perspective on the benefit of digital literacy skill in using technology for language learning, more than a half of the respondents agreed that the use of technology for language learning can increase their motivation and provides them with wide variety of sources, provide either collaborative or independent learning, easy, effective and efficient to use, promote communicative and interactive activity, and build creativity as well as critical thinking. Understanding various digital tasks and the degree to which it can be manipulated through technology is one benefit to reach the learning objectives in language learning (Cote & Milliner, 2018).

Based on the interview, it shows that majority of students realized that constraints cannot be avoided when technology integrated in their learning. Lack of skill and knowledge still become common issue to observe and overcome, followed by too much information spread out, restriction in some sources, distraction, cost, addiction, and technical error contribute as problem they encountered. However, since technology developed rapidly from time to time, the respondents who are mostly students' teacher mostly felt left behind when there is another technology to learn, and they need time and help from other people who are expert on the particular technology, and further to learn about it.

Students' Perspective on Digital Technology in Language Learning

All of students tend to be well conscious on what digital literacy is based on the interview conducted by the researcher. By knowing their perspectives in digital literacy, they seemed to be enjoyed and comfortable with this new term, also they claimed that they could be aware and not feel threatened when the new technology appeared. Similarly, they would like to learn and they assure how important being digital literate is in terms of improving their language learning. Thus, based on their perspective they insist to instill their learning with the use of digital technology. As future language teachers, the researcher assures the support by (Cote & Milliner, 2018) that EFL university students have high digital proficiency level of digital literacy, recognizing the beneficial contribution to their profession, and most are willing to develop their understanding and control of digital practices further.

Thus, upon the result and the discussion above regarding the study of EFL university students' digital literacy skill, it was acknowledged that EFL students already had good digital literacy. This is proven by the result of their information literacy, media literacy, and ICT literacy that previously answered the research question that was categorized as good in several aspects. In the first section, regarding EFL university students' habit, it was recognized

that the majority of students obtained a high frequency of using digital technologies with various learning application to conduct their learning experiences in EFL classroom. In addition to the main digital literacy skill, the information literacy EFL university students obtained were also high based on the self-assessment they filled. These includes the ability to search, evaluate, and decide which information is the most useful. In addition, the media and ICT literacy of EFL university students were also various in which it determines the ability of students to cognitively and creatively utilized several ICT and digital learning media during their learning. In the last, it was acknowledged that the benefit of having digital literacy skill and the ubiquitous of digital technology provided either collaborative or independent learning, easy, effective and efficient usage, communicative and interactive activity, and creativity as well as critical thinking. Yet, lack of skill in mastering particular digital technologies become the barrier these EFL university students experienced.

CONCLUSION

Based on the study conducted, university students reflected their perspectives in digital literacy in EFL learning into some major aspects. They include information literacy, media literacy, and ICT literacy. Following the result, the participants have positive perspectives on digital literacy in EFL learning. This can be obtained from the data showed that the participants performed good literacy skill in digital information, media and ICT based on the questionnaire they filled out and with the interview carried out.

Furthermore, participants perceived that digital literacy is important since it deals with the ability to access information, evaluate and use it critically and effectively to suit their need. The participants seemed to be good at tackling with this issue. Moreover, as it comes to the ICT and media literacy, they share their good ability in utilizing them as it is known from the result of the study.

From their perspectives on digital literacy in EFL learning, most of them would say that they enjoy and feel comfortable, are aware of digital types, will to learn, and even suggest that digital technology could be integrated into every aspect of education, specifically in language learning. On the other hand, ever since digital literacy provides the students with both challenges and advantages, the need for further researchers to conduct a similar study is urgent to gain deeper knowledge on the issue of digital literacy, as well as how to solve the problem in the digital literacy-related language learning.

In conclusion, this study reported that digital literacy has provided the students or participants with the ability and awareness of having one of the essential skills for 21st century society in their language learning activity. The exploration of digital literacy in EFL learning however should be promoted not only in a higher level of education but also to any level of education. This is regarded the fact

that the younger generations are already digital native, and thus, the praxis of digital literacy in EFL learning should be permeated in order to prepare them to meet the criteria of global citizens in the future.

However, this study is limited in several ways. First, since this study was conducted in one of public universities in Bandung and with particular case, this study cannot be generalized to study in other universities. Thus, the present study seemed to be limited in numbers of the participants, and as a consequence, further research is suggested to employ a bigger number of participants. Second, since the present study employed a self-assessment questionnaire, it was barely viable to gain unpretentious responses from the respondents. Thus, additional instrument such as an observation might be fruitful to be conducted by further research in order to witness the real situation and condition of the participants to get their digital literacy based on evidence provided.

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Utilizing smartphone-based Pinterest applications in developing EFL students speaking skills in Indonesia

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This study raises the issue of how to improve speaking skills using the smartphone-based Pinterest application for second-semester students. The purpose of this study was to determine the improvement of speaking skills using the smartphone-based Pinterest application for second-semester students. The type of research used in this research is Classroom Action Research (CAR), which is carried out in 2 cycles. The research subjects are second-semester students. The research instruments are an observation sheet and a performance test sheet. Data collection techniques are used in the form of tests and non-tests. The data analysis technique used is the descriptive statistical technique. The results of the study on second-semester students showed a good increase from the learning outcomes of the first cycle to the second cycle, with a standard value of student learning mastery of 85 classical standards. The average value in the first cycle is 48.00, with the level of completeness of learning outcomes in the first cycle of 10% and 90% incomplete. While the learning outcomes in the second cycle have an average value of 85.46 with a completion level of 96%, this figure indicates that the average value of the first cycle and the second cycle has increased, so that the smartphone-based Pinterest application in improving speaking skills can improve student learning outcomes.

Keywords: EFL Students, Pinterest application, Smartphone application, Speaking

INTRODUCTION

The industrial revolution in the scope of education is a target that is a tool of endeavor to foster human civilization in the virtual era. Changes in the field of education are a response to students where technology is aligned to create new opportunities creatively and innovatively. Learning at different times and places is characteristic of education in the Revolutionary Era. Students will have more to learn at different times and places.

Language learning with new literacy perspectives in universities in the Industrial Revolution Era requires universities to implement new literacy (data literacy, technological literacy, and human literacy) (Aoun, 2017; Hobbs, 2018; Jalinus, 2021; Khan et al., 2021). In addition to increasing student understanding of linguistic material, new literacy improves writing and speaking skills based on data and technology. This literacy has become the spirit of students in writing journalistic works, scientific works, and literary works.

The implementation of literacy is determined by Indonesian language lecturers who have digital competence, create creative learning and think critically, and are based online (Fatimah & Santiana, 2017; Sun et al., 2017; Zou et al., 2018; Marzuki, 2019; Saleh, 2019; Alek et al., 2020; Santiana et al., 2021).

Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and that's when the ability to speak is learned. Learning speaking skills is a very important skill to be studied for students because, through learning to speak, students are expected to be able to convey or express thoughts, opinions, ideas, and feelings well. However, learning to speak would be better if it was done through practice, not through speaking theories. If teaching speaking exercises can be done through the speech method, which includes asking questions, exploring questions, describing pictures, and telling stories (Hwang et al., 2016; McMillan & Saffran, 2016; Terrell & Watson, 2018; Andujar & Salaberri-Ramiro, 2021).

During the COVID-19 pandemic, smartphone technology played an important role in the student learning process, so the use of smartphones grew very rapidly in Indonesia and was able to provide great benefits for students in online learning activities. The benefits felt by students when using smartphones in the learning process are that it is easy to get information or learning materials that are not contained in text books. In addition, smartphones can be used as a learning medium, for example, by lecturers who give group assignments to students. The lecturer instructs students to do assignments via the WhatsApp application (Ahn & Lee, 2016; Abugohar et al., 2019; Alsied, 2019; Chaya & Inpin, 2020; Metruk, 2020).

In connection with the current problem, namely the low speaking ability of students, in this study, the researchers applied smartphone-based online learning with the Pinterest application. Pinterest media can help in an effective and interesting learning process (Chang, 2016; McClaren, 2019). The use of Pinterest media can help the interaction process between students and lecturers obtain the desired goals in the learning process (Hu et al., 2018; Schroeder et al., 2019; Kumar & Nanda, 2020).

Freedom to learn is something given by the Minister of Education and Culture as a policy to students so that learning is carried out according to their interests and character. Some teachers apply conservative teaching methods. They give instructions to students like being spoonfed. Everyone has a different way of learning. During this COVID-19 pandemic, it has paralyzed various sectors, one of which is the education sector (Kassem, 2018; Klimova & Polakova, 2020). The COVID-19 pandemic has caused the world of education to be closed. Schools are closed, and campuses are closed too. Instead, educational activities are carried out at home. Working from Home (WFH) is the best solution so that educational activities and the teaching and learning process can continue. Based on some of these explanations, this article talks about how students can improve their speaking skills after using the Pinterest app on their phones.

METHODS

The type of research used in this research is classroom action research. This research consists of four stages, namely planning, implementing actions, observing (observing), and reflecting (Marzuki, 2017; Kuliahana & Marzuki, 2020), which are carried out in two cycles. The research subjects are the second-semester students at Al Asyariah Mandar University, Polewali Mandar, totaling 30 students. The instruments used to collect data are the performance test sheet and the observation sheet. Data collection techniques are tests and non-tests. The data analysis technique used descriptive statistical analysis by analyzing the average value and the percentage of learning outcomes in each cycle. The following are the steps of the research:

1. Preliminary activities, determining learning topics, and compiling evaluation tools.
2. Researchers convey learning objectives, ask students' readiness to learn, researchers explain outlines about learning, researchers ask students to upload applications that will be used as learning media, explain the use of the application, and explain how to enter an account on the Pinterest application. At the next meeting, the researcher took the value of speaking practice on the students.
3. Observing: Since the purpose of observing is to collect data dealing with both researchers and students during the process of teaching and learning, the researchers try to collect it as much as possible by using field notes while collaborators fill in observation sheets which have been prepared for observing students' progress and classroom atmosphere. Indeed, at the end of each cycle, the researchers give a speaking test.
4. Reflection results based on the results of the research, it can be seen that at the time of carrying out speaking scores using the Pinterest application media with speech material, it can be seen that in the first cycle the success indicators have not been achieved, so that further research is carried out in cycle II.

RESULTS AND DISCUSSION

In the initial observations, it was stated that speaking skills in second-semester students were very low and no students or lecturers had used the Pinterest application as a learning medium, so that speaking skills to students in front were still many who experienced fear, nervousness, and stage fright. Because students' speaking skills are still low, they use the Pinterest application to improve them.

The following are the results of the speaking skill test in the first cycle.

The results of the speaking skills test assessment in the table 1 using the Pinterest application in the first cycle showed that some students had low speaking skills which had obtained a very poor category, namely 18 or equal to 60% of students scored less than 50, and the lowest category was 9 or equal to 30% of students who got a score of 50-64, and 3 of the students had reached the good category, which

scores 81-90 or equal to 10%. There are no students who get a score of 90–100 in the very good category, and there are no students who get a good enough category and a not enough category. With this, the speaking skills of second-semester students still need to be improved.

TABLE 1 | Table of speaking skills test results in the early stages. (cycle I)

No	Category	Range Value	F	%
1	Very good	91-100	0	0
2	Good	81-90	3	10
3	Fairly good	75-80	0	0
4	Enough	65-74	0	0
5	Less	50-64	9	30
6	Very poor	<50	18	60
	Total		30	100

TABLE 2 | Percentage table in early stage

Percentage Score	Category	F	%
Score 80 and above	Complete	3	10
Score below 80	Incomplete	27	90

Based on the completeness percentage table 2 above, it shows that as many as 3 students scored above 80 and were declared complete individually; as many as 27 students scored below 80 and were declared incomplete individually.

TABLE 3 | Frequency distribution table in early stage

No	Score	Category	F	%
1	91-100	Very good	0	0
2	81-90	Good	3	10
3	75-80	Fairly good	0	0
4	65-74	Enough	0	0
5	50-64	Less	9	30
6	<50	Very poor	18	60

In the frequency distribution table 3, it is known that 2 students scored 83, 9 students scored 50 and 60, 18 students scored 33 and 46, and 1 student scored 86.

Cycle I. Research Results

1. Action planning, namely: preliminary activities and determining learning topics, and compiling evaluation tools.
2. Implementation of actions, namely: researchers convey learning objectives, ask students' readiness to learn, researchers explain outlines about learning, researchers ask students to upload applications that will be used as learning media, explain the use of the application, and explain how to enter an account on the Pinterest application and at the next meeting the researcher took the value of speaking practice on the student.
3. Learning outcomes. Based on the descriptive and average results using the Pinterest application with the highest score of 86 and the lowest value of 23. So that the value

of the results on speaking skills is still very low, this is with the value of the practice of speaking using the Pinterest application has obtained an average value of the whole students, namely 48.67%. With the percentage of completeness of all students as much as 10% and 90% of students who did not complete.

4. Reflection results. Based on the results of the research, it can be seen that at the time of carrying out speaking scores using the Pinterest application media with speech material, it can be seen that in the first cycle the success indicators have not been achieved so that further research is carried out or cycle II.

Cycle II Research Results

1. Results of observations of students. With the practice of speaking using the Pinterest application as a learning tool with an average score of 85.44% of students' overall score, it shows that the overall practice value of students reaches a good category.
2. Learning outcomes. Based on the value of individual speaking practice with an average value of 96.00 and the percentage of completeness 97%, this indicates that learning outcomes from cycle I to cycle II have increased.

TABLE 4 | Table of speaking skills test results in the second stage

No	Category	Range value	F	%
1	Very good	91-100	5	16
2	Good	81-90	21	70
3	Fairly good	75-80	4	14
4	Enough	65-74	0	0
5	Less	50-64	0	0
6	Very poor	<50	0	0
Total			30	100

In table 4, the results of the speaking skill test assessment using the Pinterest application in cycle II have shown that the average student speaking ability achieved is in a good category, namely 21 or equal to 70% of students getting a score of 81-90, and the category is quite good as much as 4 or equal to 14% of students where students scored 75-80, and 5 of the students had reached the very good category which scored 91-100 or equal to 16%. With this, the second-semester students' speaking skills have improved quite well.

TABLE 5 | The percentage table in the second stage

Percentage Score	Category	F	%
Score 80 and above	Complete	29	97
Score below 80	Incomplete	1	3

Based on the completeness percentage table 5 above, it shows that as many as 29 students or equal to 97% scored above 80 and were declared complete individually; as many as 1 student or equal to 3% obtained scores below 80 and were declared incomplete individually.

TABLE 6 | Frequency distribution table in the second stage

No	Score	Category	F	%
1	91-100	Very good	0	0
2	81-90	Good	3	10
3	75-80	Fairly good	0	0
4	65-74	Enough	0	0
5	50-64	Less	9	30
6	<50	Very poor	18	60

Based on the completeness percentage table 6 above, it shows that as many as 29 students or equal to 97% scored above 80 and were declared complete individually, as many as 1 student or equal to 3% obtained scores below 80 and were declared incomplete individually.

This section discusses the results of research on student speaking skills using the Pinterest smartphone-based application in second-semester students which have been described in the research results. The discussion focused on the findings of learning activities in cycles I and II. The second cycle of discussion includes: (1) the results of observations on students' speaking skills using the Pinterest application for the students; (2) the results of the assessment of students' speaking skills using the Pinterest application, while the results of the assessment are based on the assessed aspects which include pressure, grammar, vocabulary, fluency, understanding of the things being discussed. The results of the assessment based on the aspects assessed from cycle I to cycle II, namely (1) student skills in terms of aspects of pressure on speech reading and host script reading increased by 2.03; (2) student skills in terms of grammatical aspects have increased by 2.2; (3) students' speaking skills in the vocabulary aspect increased by 2.04; (4) students' speaking skills in the fluency aspect have increased by 2.4; (5) students' speaking skills in the aspect of understanding what is read or delivered have increased by 2.3; based on the average rating in cycles I and II, the increase from cycle I to cycle II is 1.47%, so it can be concluded that speaking skills using the Pinterest application in second-semester students have increased from cycle I to cycle II.

CONCLUSION

Based on the results of research and discussion, it is concluded that the application of speaking skills using the Pinterest application can improve students' speaking skills. This can be seen from the results of descriptive statistical data analysis which shows that in the first cycle only 3 students or 10% have completed, while in the second cycle, the students' mastery has increased to 29 students or 97% have completed. The average score also shows an increase. In the first cycle, the average value obtained by students was only 48.00 and increased to 85.46 in the second cycle. This means that the use of the Pinterest application can improve students' speaking skills.

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Investigating demotivation factors of Esp learners during covid-19 pandemic: A mixed-method study

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Demotivation factors of ESP students need to be analyzed, so that teachers and researchers can provide better approaches to teach them, especially during the time of trial, such as during the Covid-19 pandemic. Thus, the present study aims to analyze demotivation factors of a group of ESP learners during Covid-19 pandemic. In order to obtain its data, the present study applies a sequential explanatory method. A set of questionnaires were distributed to 48 respondents and semi-structured interviews were conducted to five respondents. The results show that the most salient factors which demotivate the respondents are teachers' competence and teaching styles as well as inadequate school facilities. On the other hand, lack of intrinsic motivation is shown to be the least salient demotivation factor. The results of present study suggest that the respondents seemed to be demotivated because teaching styles and learning materials are perceived as unsuitable for their needs to improve their English skills and future careers as engineers. In addition, online learning was perceived by the respondents as less ideals to teach English despite their intrinsic motivation to learn English for their personal as well as career gains in the future. Possible solutions are also discussed in the present study.

Keywords: English for specific purposes, demotivation, language learning, mixed-method.

INTRODUCTION

Covid-19 pandemic has brought challenges for language teachers and students. The pandemic has increased stress levels among language students and teachers as well as decreased their focus (Hartshorn & McMurry, 2021; Wang et al., 2020). It has been anticipated that physical distancing and pervasive feelings of anxiety toward Covid-19 may lead to low academic performance (Sintema, 2020), anxiety towards health (Rundle et al., 2020) and unfavorable interruptions to exams (Burgess & Sievertsen, 2020). Similar challenge was also faced by ESP (English for Specific Purposes) teachers and students as they had to resort to online learning and teaching during the Covid-19 pandemic (Iswati, 2021). It can be said that both teachers and students were severely affected by Covid-19 pandemic.

With regard to teaching and learning during Covid-19 pandemic, investigating demotivation factors on ESP students may support better needs analysis. Numerous studies show that Covid-19 pandemic may lead to students' demotivation among EFL learners (Adara & Najmuddin, 2020; Adara & Puspahaty, 2021; Elmas & Öztüfekçi, 2021).

Similar phenomenon may happen in ESP classes during Covid-19 pandemic. It is because numerous problems arising from online learning such as lack of internet connection, a lack of teachers' competence for online teaching and poor control over students' knowledge acquisition (Avsheniuk et al., 2021) might impact how students respond to the materials, possibly leading to students' demotivation. As ESP classes are designed to respond to the needs of learners and avoid demotivation factors (Zoghi & Far, 2014), identifying factors which influence students' demotivation seems important because it will provide deeper information on how to create more suitable approaches or materials for ESP students.

In regards to the points mentioned in the above paragraph, several studies have attempted to investigate demotivation factors. For example, in the Indonesian context, a study by Adara (2018) investigates demotivating factors of a group of EFL learners at a university in Indonesia, while Adara et al. (2019) investigate the differences in demotivation factors of two groups of EFL learners. In the Iranian context, Pazoki & Alemi (2019) examine the perceptions of students and teachers from various engineering departments to gain insight into the elements that motivate the students learn technical English in ESP subjects. While Pazoki & Alemi (2019) focus on the motivating factors, the current research specifically investigates demotivating factors that affect engineering students to learn ESP, especially during the era of Covid-19 pandemic.

Demotivation refers to gradual absence of motivation (Dörnyei, 2001). Although it has been mistaken with another concept called amotivation, demotivation is different from amotivation. While amotivation is defined as the condition of lacking the intention to continue an activity due to the inability to see the merits of that activity (Kojima, 2021), demotivation is learners' gradual diminution of positive attitudes, motivation and actions toward language learning (Adara & Puspahaty, 2021). Therefore, demotivation refers to the diminution of positive traits toward the activity while amotivation is a total loss of motivation. As the opposite of motivation, demotivation might lead to negative consequences. While a motivated student strives hard to acquire the target language, a demotivated student can lose their interest in language learning (Adara, 2018). In addition, demotivated students might affect their peers negatively (Tanaka, 2017) and affect students' performance in language assessment (Hu, 2011). Thus, investigating demotivation can inform teachers or researchers on how to reduce or avoid demotivation and help the effective language learning process (Adara & Najmuddin, 2020; Ghadirzadeh et al, 2013; Sakai & Kikuchi, 2009). The above points show the urgency to investigate demotivation.

Numerous factors have been considered as the causes of demotivation, making it imperative to add more diverse groups of learners as the subjects of study. Course books, inadequate school facilities, test scores, non-communicative teaching methods, as well as teachers' competence and teaching are listed as few demotivating factors of a group of learners in Japan (Kikuchi & Sakai, 2009).

In addition, learning content materials are suggested as demotivation factors in another study toward a group of EFL learners in Japan (Sakai & Kikuchi, 2009). Furthermore, Sahragard & Ansaripour (2014) found economic problems and future pessimism as the most salient demotivation factors of a group of EFL learners in Iran. Besides the aforementioned factors above, lack of opportunities to practice English, lack of interests in English, learning material selection and lack of exposure to the target language are shown to be the demotivation factors (Javed, 2021). It can be said that each study has found diverse causes of demotivation, depending on the subjects and setting of respective study. It is why investigating diverse groups of learners seems imperative (Molavi & Biria, 2013) because it can equip researchers and educators with needed knowledge to deal with demotivation.

Considering the importance of the role of demotivation in affecting students' eagerness to learn as described above, in the the present study, we aim to fill the void by investigating demotivation factors of a group of ESP learners in engineering fields during the time of Covid-19 pandemic. To meet the aim of this research, the following research question was formulated:

What factors affect the demotivation of ESP learners from the engineering departments during the time of Covid-19 pandemic?

METHODS

The present section discusses research approaches used in the present study. In order to provide a thorough analysis for the discussions, the present study employs the sequential explanatory mixed-methods design (Creswell, 2009), which is also known as an equal-status mixed-method (Tashakkori & Teddlie, 1998). The sequential explanatory design is 'the collection and analysis of quantitative data in a first phase of research followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results' (p. 194). This type of method has been successfully employed by motivation researchers to uncover phenomena that cannot be revealed using a single method only (cf. Farid and Lamb, 2020; Lamb, 2007; Lamb, 2011). In this sense, qualitative data is used subsequently for interpreting and clarifying the results of quantitative data analysis (Edmonds & Kennedy, 2017).

The present study uses an adapted version of Sakai & Kikuchi's (2009) questionnaire, which was administered to the respondents. In order to ensure the reliability of questionnaires, a pilot study was performed prior to data collection.

The result of the pilot study shows that tests for Cronbach's alpha value was of >0,75 for all scales, and this was in accordance with Larson-Hall (2010), who suggests that the appropriate alpha value to determine the internal consistency reliability should be 0.70-0.80. The questionnaire consists of 12 items and were administered through Google Forms. The sampling approach is a convenience sampling. Data gathered from the questionnaire was inputed into and analyzed using SPSS 23.

Meanwhile, Learning Content and Materials as well as Test Scores were similar in their saliency (M=2.27). A lower mean value was obtained for the scale Lack of Intrinsic Motivation (M=2.19), which is shown to be the least salient demotivation factor.

Table 1. Demotivating factors affecting engineering students' motivation to learn ESP

Demotivational Factors	Mean	Std. Deviation
Learning Content and Materials	2.27	765
Teachers' Competence and Teaching Styles	2.33	633
Inadequate School Facilities	2.31	689
Lack of Intrinsic Motivation	2.19	0.79
Test Scores	2.27	961

Semi-structured interviews were also used in the present study. They were conducted to five respondents. Before the interviews, each respondent signed an ethics form which informs them that the information given by them would only be used for research purposes and their identities would not be divulged. Due to Covid-19 pandemic, the interviews were conducted online through WhatsApp video call. The interviews lasted around 10 to 15 minutes. The interviews were conducted in the Indonesian language and translated to English for helping the analysis. Qualitative data would be analyzed using a coding method in which interview results would be transcribed and categorized into several categories related to the present study.

The respondents of the present study are 48 engineering students from a private university in Bekasi, Indonesia. The respondents' age range is from 18 to 20 years old. Each respondent has signed an ethics form which explains that data they shared would only be used for research purposes.

RESULTS AND DISCUSSIONS

This section presents the findings of the current study, and the findings will be critically discussed. Findings from the questionnaire will be presented first, and this will be followed by findings from the interview, which are subsequently discussed Table 1 below shows the findings obtained from the questionnaire. The findings imply that generally the five reasons are perceived by the students as their demotivating factors to learn ESP. A closer look at the data indicates that there are slight differences in how participants perceive the demotivation factors.Teachers' Competence and Teaching Styles (M=2.33) and Inadequate School Facilities (M=2.31) are shown to be the most salient demotivation factors.

In order to provide a better understanding of the quantitative findings above, the following sections present findings from the qualitative phase, and then a detailed, holistic, and critical discussion of findings is presented.

(a) Teachers' competence and teaching styles

The results of the present study suggest that teachers' competence and teaching styles are shown to be the most salient demotivation factor. The following comments from the respondents provide more information on why teachers' competence and teaching styles can demotivate students:

"I feel demotivated when I am being too focused on my mistakes or being compared with my classmates [by teachers]. I feel too focused on mistakes I made so that's why I feel demotivated when being compared with other students. [Instead of giving solutions,] teachers make me down." (Student C)

"Teaching style [which was too focused on] the lessons [can be demotivating] because I used to ask about things outside of our lessons such as vocabulary used by the foreigners, formal or informal language [but the lecturer didn't answer]" (Student D)

"Teachers and teaching styles [are demotivating]. [In addition, we are demotivated by an English lecturer] who used to be absent in online meetings multiple times due to the pandemic. (Student E)

The above comments show that teachers' inability to show to the classes due to the pandemic and unsupportive teaching styles can demotivate students. In addition, teachers' unsupportive behavior may be one of the causes of demotivation based on one of the above comments.

Several studies also found teachers' competence and teaching styles to be the most salient demotivation factor (cf. Adara, 2018; Adara et al., Khouya, 20182019; Chong et al., 2019; Farid and Lamb, 2020). Unsuitable teaching styles are found to be one of the most significant reasons behind students' demotivation in the aforementioned studies. For instance, students may expect to learn English to communicate with native speakers or non-native speakers but teachers only focused on giving materials in front of the class and did not engage with students. A study by Kim et al (2018) shows that teachers' inability to deliver lessons in attractive manners to students can be demotivating for students. In regards to the present study, Student E commented:

"[Teachers need] to carry the materials in engaging and inspiring manners so that we would like to keep learning. [In addition], teachers need to deliver materials in a way that can be understood by students because incomprehensible teachers' presentations lessen students' motivation."

In this sense, teachers need to know the best approach to deliver their lessons. Furthermore, Student C said that teachers need to incorporate more practice in their classes so that the lessons would be less boring. It is why needs analysis is important. As teachers conduct needs analysis prior to the lessons, they can collect data on how students would want the lessons are delivered. Then, demotivation might be avoided because teachers will know a suitable teaching approach to teach students.

In addition, building rapport with students seems imperative to avoid demotivation. In regards to the present study, good rapports with students can be built through several strategies. First, teachers' teachers need to be committed to their schedules despite the external challenges because multiple class' cancellations may demotivate students. It is because teachers who are committed to teaching can give the same feelings to students (Dörnyei & Ushioda, 2013) and improve students' motivation (Çankaya, 2018). Second, teachers need to refrain from comparing their students with each other in order to avoid demotivation. Han et al (2019) found that teachers' negative reaction to students' mistakes make students hesitant to practice English. Besides that, teachers' attitudes such as biased behavior, indifference and unintelligible teaching methods can aggravate students' demotivation (Hassaskhah et al., 2015).It can be said that teachers' behavior can affect students. It is why teachers should be aware of what they are doing in the class. The above points show measures can be taken by teachers to prevent or cope with students' demotivation.

(b) Inadequate school facilities

The findings of present study show inadequate school facilities as the second most salient demotivation factor. While Kikuchi & Sakai's (2009) study found inadequate school facilities as the least demotivating factor, numerous studies identified inadequate school facilities as the most salient demotivation factor (Hassaskhah et al, 2014; Hirvonen, 2011; Kikuchi, 2009). The difference in saliency might be caused by the participants' contentment with their school facilities. In addition, Meshkat & Hassani (2012) argued that insufficient school facilities that did not match with learning contexts such as students' needs, learning topics, or else might make students feel like the lessons are a waste of time. Hence, if students are satisfied with their school facilities, they would be less demotivated with this factor (Adara et al, 2019). In this sense, students seem to be more motivated when their schools have provided suitable facilities for learning English such as computers, flashcards or else. Therefore, providing suitable school facilities may lessen students' demotivation.

(c)Learning content and materials

The third most salient demotivation factor found in the present study is learning content and materials. Several respondents also mentioned learning content and materials as demotivating. Following are their comments:

"In my opinion, in the 4.0 industry, teachers should not only focus on teaching [general English] lessons because students can get bored, [students] want to get new and useful [materials] for their future career. In my opinion, teachers should teach materials for our careers such as speaking or listening because my friends and I are usually weak in spoken communication." (Student D). According to the above comment, the respondent thought that materials suited with students' needs for their future careers and the development of their communicative skills can be motivating. On the other hand, unsuitable materials can be the sources of students' demotivation.

The findings of the present study are quite similar to Alsamadani (2017). A study of Alsamadani (2017) on needs analysis toward a group of engineering students in Iran shows that the existing ESP classes seem to focus more on receptive skills (reading and listening) while the respondents prefer to be taught communicative skills (speaking and writing).

Furthermore, Alsamadani (2017) recommends the integration of English skills (speaking, listening, reading and writing) with subject or field-specific skills for engineering. In addition, needs analysis should be conducted regularly to suit the changing learners' needs. Related to the present study, Student B said that materials given to students should also cover basic English skills besides specific language skills for engineering so that the materials can be motivating. It is because most respondents think being able to communicate well in English can help their personal and professional lives. Being fluent in English allows students to communicate with people around the globe and get better chances to work abroad. It can be said that ESP for engineering students should not only center on providing materials related to the engineering field but also communicative skills so that students can communicate well using English.

(d) Test scores

Although several studies note test scores as the most salient demotivation factor (Adara et al, 2021; Çankaya, 2018; Jomairi, 2011; Sakai & Kikuchi, 2009), the results of present study show that test scores as the second least demotivating factor. The results of the present study share similarity with other studies (Adara, 2018; Ahmad, 2021; Krishnan & Pathan, 2017; Soureshjani & Riahipour, 2012). However, the respondents of interviews expressed that test scores can be demotivating for them. Student C said that test scores can demotivate him because he disliked being compared with his peers' performance. Furthermore, Student B said that test scores demotivated him and made him lazy to learn English. In regards to the pandemic situation, a study of Adara & Najmudin (2020) shows that their respondents are more demotivated with test scores after Covid-19 pandemic. Thus, the chances of students getting demotivated with low test scores seem highly probable. The weight of evidence suggests that although test scores are not highly demotivating for the majority of respondents in the present study, some still seem to be affected by their performances in examinations.

Test scores can be demotivating because they affect learners' self-confidence. Thus, several measures need to be taken to prevent demotivation due to test scores. The findings of Song & Kim (2017) show that test scores may correlate with learners' self-confidence. As their respondents get low test scores or make mistakes during the exams, inferiority may take place, leading to demotivation. It can be said that some learners are demotivated with test scores as they feel less confidence when they get lower test scores compared with their classmates. In order to avoid students being demotivated with low test scores, teachers need to make students understand that low test scores do not correlate with failure in the English learning process (Adara & Najmudin, 2020).

In addition, the provision of effective study methods to handle the stress of exams can also be one of the solutions (Song & Kim, 2017). By doing the above measures, students may feel more confident with their learning progress and perform better in tests, preventing them from being demotivated due to low test scores. Such things seem to become more important during difficult times such as Covid-19 pandemic.

(e) Lack of intrinsic motivation

Lack of intrinsic motivation does not seem to be demotivating for the majority of the respondents of present study as the interview results suggest that they are aware of the benefits of mastering English for their future career and personal lives, making them more motivated to learn English. As they envision themselves as engineers who work in a global setting, the respondents want to be fluent in English as it may help them secure better jobs in national or international companies. In addition, English skills help them understand their lessons as books in their field are mostly available in English. In this sense, the respondents seem able to envision themselves mastering English and how they will use their skills for their future. Dörnyei (2014) postulates that the ideal L2 self represents one's ideal self as an L2 speaker who can motivate learners to study the target language better so that their language proficiency can match their expectation. Related to the present study, the respondents are well-aware of ideal selves that they want to achieve by learning English. It is why they seem to be intrinsically motivated to learn English.

Nevertheless, Covid-19 pandemic seems to affect their intrinsic motivation greatly. The interviews results suggest that the respondents cannot fully understand their English lessons because they cannot practice with their peers as it used to be before the pandemic. A study of Adara & Najmudin (2020) on the differences in demotivation factors after Covid-19 pandemic also shows online learning as one the most prevalent demotivation factors. In regards to online learning, several studies suggest that this teaching and learning approach has caused several negative effects such as screen fatigue, feeling isolated from peers, increased stress levels and demotivation (Adara et al, 2021; Fatima, 2020; Syahputri et al, 2020; YÜCE, 2022). Such adverse effects may reduce learners' motivation. Therefore, it seems important for teachers to maintain learners' motivation during Covid-19 pandemic. One of measures which can be taken in ESP classes to avoid demotivation is regularly conducting needs analysis to suit the ever-changing needs of students during Covid-19 pandemic.

CONCLUSION

The present study aimed to analyze demotivation factors of a group of engineering students in Bekasi, Indonesia. The present study used an explanatory sequential method by distributing a set of questionnaires adapted from Sakai & Kikuchi (2009) to 48 respondents and conducting semi-structured interviews to five respondents. The results of the present study showed that teachers' competence and teaching styles as well as inadequate school facilities become the most salient demotivation factors while lack of intrinsic motivation is shown to be the least demotivation factor.

Despite the measures taken to minimize the weaknesses, the present study is not without one. Firstly, the number of respondents can be considered as a small one and the results may not portray the whole population. Secondly, the length of study should be longer to analyze the effects of teaching during Covid-19 pandemic toward students' demotivation. Nevertheless, the present study may be a milestone for further studies.

Next studies should analyze the differences between demotivation factors in two groups of different foreign languages. In addition, the next study may examine a suitable teaching approach to ESP students, especially engineering students. The results may help more ESP students to get the best teaching approach to enhance their English skills.

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Move analysis and critical thinking perception on the third semester students' review text

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The research discussed the genre analysis of Move-step structure analysis on review texts of the third-semester students at Universitas Muhammadiyah Semarang and examined their critical thinking perception. This research aims to find the move analysis in students' review texts and critical thinking perception. The research design was a descriptive quantitative method. Thirty-three review texts were analyzed. These review texts were studied by using a move-step structure. The result revealed that there are three moves found. There was Move 1 in the introduction paragraph. Then, Move to Step 1, Step 2, and Step 3, located in the interpretative recount. The last move was Move 3 via Step 1, found in the evaluation, and Move three via Step 2 in the evaluative summation. The result showed 434 moves found from 33 texts. The move we mostly saw was Move two via Step 1, which resumed the artwork/thing that was reviewed. This research also figured out some students reversed interpretative recall and evaluation content. Besides, the students critical thinking analysis found that they comprehended the review text definition and communicative aims. To improve the review text, students needed to force essential thinking again. In the review text, they required more significant evidence. All in all, most of the students still need guidance from their lecturer to develop their writing skills, to be more precise.

Keywords: genre analysis, move, review text critical thinking

INTRODUCTION

The move is a discursive or rhetorical unit serving a unified communicative goal in genre analysis, especially a written or spoken discourse. This definition comes from the field of genre analysis Swales (1990). In other words, the move is considered a genre stage. It serves a specific, minor communicative goal, especially the genre's fundamental communicative purpose (Martin (1984)). Because it is positioned beneath each move, a "step" is believed to be a sub-move. Individual acts each have their unique communicative effects.

This research will use the concept of move-step analysis. The first concept of move analysis proposed as an approach within the generic field of English for Specific Purposes (ESP) and the aim was to think the necessity of advanced non-native English speaker who learn to create research abstract (Swales, 1981). However, in this research I will use move-step analysis to analyze review text.

The object of this research is review text. Review text is a text that has purpose to rate something such as, movie, book and so on (Gerot & Wignell, 1994). The communicative purpose of review text is to criticize a thing for public audience. Review text is usually written to give comments about art work or things that can be found in daily life.

The urgency of this research is to give the knowledge about move analysis as discourse function in review text. I want to show how is rhetorical of a work like review text can communicate to the reader. Move-step analysis studies the rhetorical goals of a text. This indicates the link with review text which review text has goals in the social function. By using move-step structure analysis, I search for the achievement of the social function, is it achieved or not. I also want to emerge the connection between critical thinking and review text.

This research has a different and new perspective from the previous research that has been conducted before. In the earlier investigations, most move analysis in genre analysis is used to analyze the research abstract. Meanwhile, we will use a move examination to examine the review text in this research. It will become the novelty of the study. In this research, we will find out what the move analysis found in review texts of English Education students at the University of Muhammadiyah Semarang (Unimus).

Moreover, we want to find the link between students' review texts product and their critical thinking through their perception of critical thinking. This research is basically concerned with Swales's (2004) theory of genre analysis which he abundantly explained in his work titled Research Genres: Explorations and Applications, published in 2004. At the same time, I also combine it with review text generic structure from Gerot and Wignell (1994) in their work Making Sense of Functional Grammar which will be used as the framework of the review text structure.

Students have been taught about review text since they were in high school. Review text is one of the genres of text types which based on fact. According to Gerot & Wignell (1994) review text is a text that has social function to critique an event or an art work for general audience such as, work of art include film, books, plays, operas, television shows, exhibitions, recordings, ballets, and concerts. This social function acts as the purpose of the text. Another explanation from Sudarwati & Grace (2006) as cited in Anamaryanti et al. (2015) review text is a text that has aim to evaluate or criticize an art work or event for a public audience. The point about review text is that review text states someone's opinion about a thing. It describes people's judgements and their point of view of some work of art or a thing.

Swales (1981) proposed a move analysis within the common field of English for Specific Purposes (ESP). The main purpose was to think about the needs of advanced non-native English speaker who learn to read and write research abstracts (RAs). Moreover, Swales (2004) added the definition of move in genre analysis. He defined move as a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse. Then other expert Pho (2009) noted that each move has its own communicative purpose which contribute to the general communicative purpose of the text.

Haase (2010) explained that critical thinking can use various forms and genres for the presentation of the intellectual process in any way the information is communicated. The main methods of critical thinking are steps of reflection, analysis, and synthesis in a certain case can be communicated. Critical thinking can deliver the communication through text, such as review, written discourse, essays, report, dialogues, and inquiry. Haase (2010) also categorized five abilities that show critical thinking skills, such as conceptualizing information, applying information, analyzing information, synthesizing information, and evaluating information.

Based on the explanation above, the purpose of this research is to find the move analysis in students' review texts and critical thinking perception.
Therefore, this study has two questions, namely;

   a. What kinds of genre analysis of move-step structure analysis that found in review texts from third semester students of English Education in Unimus?

   b. How do third semester students of English Education in Unimus perceive critical thinking skills in writing review text?

METHODS

This research employed descriptive quantitative method. We used this method in order to present and analyze the data descriptively and quantitatively. In this research, we tried to figure out how was the students' review text writing. According to Fathurahman (2011) there are three steps of descriptive method, there are:

a. Describing the research problem in clear statement in order to direct the researcher to gather the data.

b. Deciding the research procedure, including the research object (population and sample) and data resources.

c. Collecting and analyzing the data.

This research employed sampling to take the data. According to Creswell (2012) sample is part of groups of the target population in which the researcher arranges to research for generalizing about the target population. We applied purposive sampling to take the target population. This research also used move-step structure by Swales's (2004) and Guinto (2012) in Table 1.

TABLE 1 | Move Analysis of Review Text Modified from Swales (2004) and Guinto (2012)

Move 1	Introducing the name of the art work or thing in its general and particular context (obligatory)
Move 2	Summarizing the plot and/or telling about the art work or things - Step 1: Tells the plot of the art work/thing (obligatory) - Step 2: Introducing the physical appearances (obligatory) - Step 3: Introducing the specifications (optional)
Move 3	Evaluating the work/performance/production - Step 1: Giving the evaluation about the art work/things (obligatory) - Step 2: Adding the summary of the reviewer's opinion as the punchline (optional)

This research also employed interview to collect students' critical thinking in writing review text. We found the relationship between students' review text and their critical thinking. There were 12 participants interviewed using open-ended questions and the answers were recorded participants. The questions were:

1. What do you know about review text?

2. What do you know about critical thinking?

3. Do you think that critical thinking is needed when you are writing opinion in a review text? What is your reason?

4. What were your strengths in writing review text?

5. What were your weaknesses in writing review text?

For more data, this research used questionnaire as instrument to strengthen the students' perception of critical thinking. The questionnaire was modified from Rahmat et al. (2020) and it had 13 statements. The Likert scale that used in this research had five scales, there were strongly disagree, disagree, neutral, agree, and strongly agree.
This research conducted procedures as follows:

a. Preparation for the research

In this stage, the researchers had conducted some steps. The first step was chosen the topic. Then, we investigated research questions. After research question was found, we started to look for the related literature. Next step was reviewing the literature and determining the research method. Then, we determined the object and instruments of the research.

b. Collecting the data

The next step was to collect the data, we collected 33 the review texts of third semester students of English Education in Universitas Muhammadiyah Semarang (Unimus). We also interviewed 12 students about their critical thinking and review text. We collected the review texts from their writing assignments. Then, we collected the interviews by using semi-structured interview which we had already planned the questions and sent it through WhatsApp application. Henceforth, we asked the students to reply the interview's questions by using voice note.

Questionnaire also added in this research, in hence to support the students' perception from the interview that had been conducted before. The questionnaire modified from Rahmat et al. (2020). 13 statements were addressed to 33 third semester students of English Education in Unimus.

c. Analyzing the data

After we got the data from students' review texts and interviews, we analyzed the data used three steps there are data reduction, data display, and data verification. In data reduction, we analyzed, categorized, and compiled the move analysis of review texts into one table by modified Swales (2004) and Guinto (2012) move analysis. Then, we calculated the amount of move analysis according to the categories. we calculated by using Microsoft Excel. There are three categories of move analysis, Move 1, Move 2 (via step 1, 2, and 3), and Move 3 (via step 1 and 2). Those categories had

different discourse function and not all of them were obligatory. For the interviews, we transcribed the 12 interviews into tables. Then, we analyzed it descriptively. For the questionnaire, we analyzed it with Likert scale analysis from Sugiyono (2009). The questionnaire data analyzed descriptively and showed in percentage as follows.

P: Percentage

F: Frequency (number of students' perception on the questionnaire)

N: Population (total number of students)

RESULTS AND DISCUSSION

Move-step analysis

This research results found 434 moves from the three-move categories.

TABLE 2 | The Percentage of Moves

Move (1-3)	Review texts containing moves	
	Frequency	Percentage
Introduction (M1)	34	7,8%
Plots (M2S1)	137	31,6%
Appearances (M2S2)	81	18,7%
Specifications (M2S3)	33	7,6%
Evaluation (M3S1)	101	23,3%
Opinion summary (M3S2)	48	11,1%
Total of move frequencies	434	100%
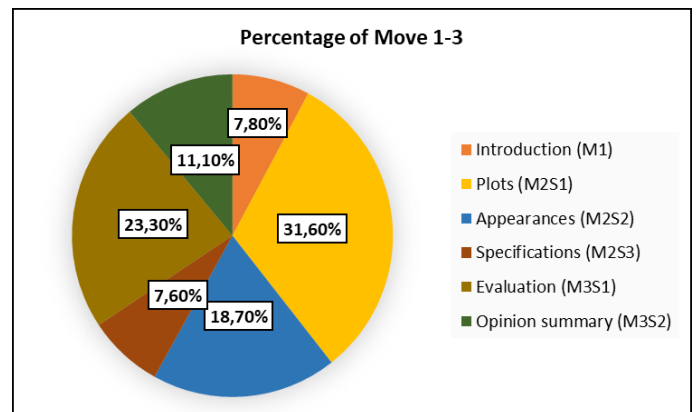
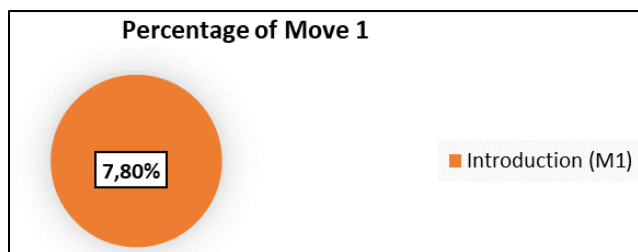**FIGURE 1 |** Percentage of Move 1-3

Table 2 displays the number of review texts utilizing three-move structure and indicated that these review texts commonly contained these moves. It shows in the table that Move 2 via Step 1 and Move 3 via Step 1 were the most frequent and dominant in all review texts. Move 2 via Step 1 shows 31.6% while Move 3 via Step 1 shows 23.3%, Move 2 via Step 2 shows 18.7%, Move 3 via Step 2 shows 11.1%, Move 1 shows 7.8%, and Move 2 via Step 3 shows 7.6%.

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TABLE 3 | Steps and Discourse Function of Move 1

| No	M1 (Introduction)		
	Step and discourse function	Frequency	Percentage
1.	Introducing the name of the artwork or thing in its general and particular context	34	7.8%

FIGURE 2 | Percentage of Move 1

As presented from the Table 3 which illustrates the analysis of step and discourse function in Move 1 that shows the introduction section. This move only had one step. There are 34 Move 1 found (7.8%) from 33 review texts that had been analyzed, there was one text that had two Move 1. Usually review text only had one introduction or it was called orientation as the generic structure as stated by Gerot and Wignell (1994). Thus, the orientation told that the work in its general and particular context, sometimes it was often comparing with others of its kind. Usually in review text, the orientation had to be placed in the first paragraph. As the result that we found from the student's review text below.

Habibie & Ainun films

Habibie & Ainun is an Indonesian drama film released on December 20, 2012 by young director, Faozan Rizal (M1). This film, which is based on the biography of B.J Habibie, stars the main characters Reza Rahardian (8Habibie) and Bunga Citra Lestari (Ainun) (M2S3). One of the most watched romantic popular films at the cinema. The story of first love and last love. A love story about the third president of Indonesia and the first lady, Habibie and Ainun (M2S2).

TABLE 4 | Steps and Discourse Function of Move 2

No	M2 (Summarizing plots)		
	Steps and discourse functions	Frequency	Percentage
1	Step 1: Tells the plot of the artwork/thing	137	31.6%
2	Step 2: Introducing the physical appearance	81	18.7%
3	Step 3: Introducing the specification	33	7.6%
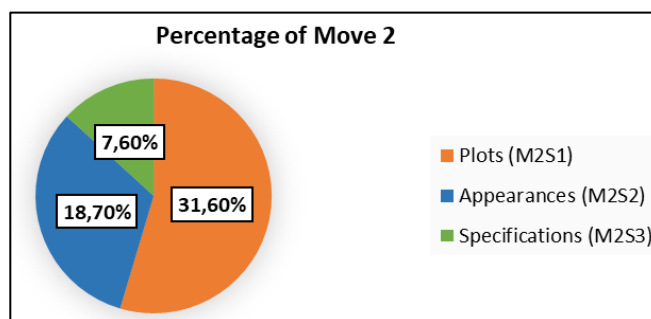
FIGURE 3 | Percentage of Move 2

Table 4 explicates the analysis of Move 2 had three steps which summarized the plot and/or telling the artwork or thing. Move 2 represented interpretative recount or interpretation of review text's generic structure from Gerot and Wignell (1994). In Step 1, I found 137 sentences which told the plot of the artwork or thing. It can be seen from one of this text.

Interpretation
In this novel, the figure of Fahri is described as being active in following Islamic organizations, being devout, strong in faith, polite, and fond of helping others (M2S1). She has a flat neighbor named Maria, a beautiful Christian girl who is proficient in computers so she often helps Fahri (M2S1). Maria is also one of the girls who loves Fahri but doesn't dare to say it, besides that there is the figure of Nurul, a kyai child who admires Fahri, she is so interested in the figure of Fahri (M2S1). one flat fahri she is also a beautiful girl who often tortured her father, fahri empathizes with her but noura thinks it is more so noura accuses fahri of raping her then aisyah the figure of a beautiful eyed woman Fahri meets in the metro which makes her amazed (M2S1).

Yet, the other reviewers were writing the interpretative recount reversed with the evaluation. I found it in almost review texts that I had analyzed. One of the examples can be seen from this review text's section below.

Evaluation
The main character of this story is named Ikal, he is a boy who is tough, smart, brave, and willing to learn for the sake of the dream he wants to fulfill (M2S2). The story in Laskar Pelangi begins with the life of a child named Ikal (M2S1). Ikal and his friends are very happy, because they can go to SD Muhammadiyah to achieve their dreams and aspirations with their extraordinary friends in Belitong (M2S1). The language style used by Andrea Hirata is considered a good and very attractive style, in which in addition to using Indonesian, he also uses Malay (M3S1).

Interpretation
In my opinion, this novel can arouse us from giving up easily if we want to achieve our dreams (M3S1). Teach us to be kind to our friends and willing to help each other (M3S1). This novel also inspires many people to respect differences, respect each other and promote a sense of kinship (M3S1). This novel is liked by many people because it has a good story (M3S1).

In Step 2, I found 18,7% sentences that introduced the physical appearances. In this step, the reviewers presented about the appearances of the artwork or thing. The reviewer told about the appearance of the product that had been reviewed in every detail which can be seen from few sentences below.

Round shape package with two different colors according to variations (M2S2). The variants like jicama, avocado, and milk, green tea, strawberry, rose, and many others can help with skin problems. On the lid, the product has the label 'Herborist The Essence of Balinese' and a picture of a Balinese woman with a natural theme (M2S2). On the side of the package has a description of how to use it and the benefits are in two languages, English and Indonesian (M2S2). On the back, there is a company statement, expired date, BPOM number, and ingredients (M2S2). There are size of 100 grams to 200 grams at a cheap price.

The last step in Move 2 is Step 3. This step was introducing the specification of artwork or thing. It could be adding some extra information that was needed. Yet, this step was optional. So, we only found 7.6% of sentences from 33 review texts that we had analyzed. One of the examples can be seen from this text below.

Review about "Mustika Ratu Cream Mask with Bengkoang (Yam bean) Extract"
Introduction
Mustika Ratu Cream Mask with Bengkoang (Yam bean) Extract (Tube) is a cream-textured face mask that contains yam tuber starch (M1). The texture of the mask is liquid and the color is white (M2S2). This product can be used on your skin for various purposes such as: brightening the skin, minimizing pores, smoothing the skin, reducing the streak, tightening the skin and drying out acne (M2S1). This product contains Bengkoang tuber extract, licorice root and vitamin C derivatives (M2S3). This product can be found easily in minimarkets, online shops, marketplaces on the internet and even in the market at a fairly affordable price of around Rp. 18.000 - Rp. 20.000.

TABLE 5 | Steps and Discourse Function of Move 3

| No. | M3 (Evaluating the artwork/thing) | | |
	Steps and discourse functions	Frequency	Percentage
1.	Step 1: Giving the evaluation about the artwork/thing	101	23.3%
2.	Step 2: Adding the summary of the reviewer's opinion as the punchline	48	11.1%
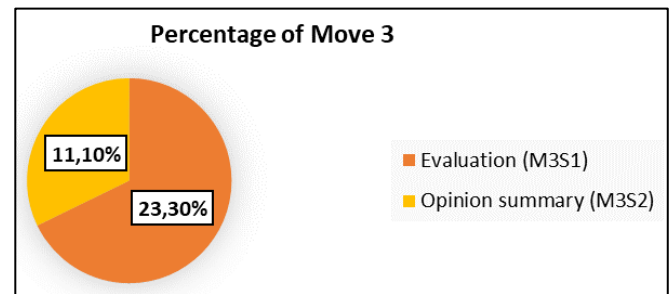
FIGURE 4 | Percentage of Move 3

As shown in the table 5 above. The analysis of Move 3 had three steps which evaluating the artwork or thing. Move 3 represented evaluation of review text's generic structure from Gerot and Wignell (1994). In Step 1, we found 101 sentences which told the plot of the artwork or thing. It can be seen from one of the texts below.

Interpretation
The packaging of this product is very convenient for traveling (M3S1), the size is just right so it doesn't fill your bag when you travel. This mask also has a smooth texture and a very fragrant smell that makes us comfortable when wearing it (M3S1). But when it is too long in the bag, this mask will become more liquid so that it will take a long time to use it during the drying process.

In the text above, it can be seen that the reviewer evaluated the thing and gave opinions about the text. In Step 2 of Move 3, I found 48 sentences that gave the evaluation summary. Move 3 via Step 2 represented the review text generic structure that was evaluative summation. According to Gerot and Wignell (1994), evaluative summation is giving a kind of punchline which sums up the reviewer's opinion of the artwork/thing as a whole. However, this structure was optional, sometimes reviewer/reviewer could write it down and sometimes not.

The result of the analysis of move, we found 3 moves that lied in the review texts. It consisted of obligatory and optional. The most move that I found was Move 2 via Step 1 which had 31.6% frequency. It meant that the students were telling the plot or summary of the artwork or thing that being reviewed a lot of times. The second of the most Move that we found was Move 3 via Step 1. This move had frequency about 23.3% which meant the students were reviewing and giving their opinion of the artwork or thing many times. It was because the text was review text, so the students had to give their opinion and their point of view as their review in the text. Those two Moves were obligatory.

The other Move frequencies that I found were Move 2 via Step 2 with 18.7% this Move was obligatory, Move 3 via Step 2 with 11.1% this move is optional, Move 1 with 7.8% this is obligatory, and Move 2 via Step 3 with 7.6% this is optional. From all of the move that we have found, the obligatory moves were move 1, move 2 via step 1, move 2 via step 2, and move 3 via step 1. Meanwhile, the optional moves were move 2 via step 3 and move 3 via step 2.

Critical thinking on students' review text

The interview that we had conducted with 12 participants from third semester students of English Education in Unimus got the result that all of them admitted that critical thinking was needed and crucial when they were writing review text. The interview was semi-structured interview which the respondents possibly to answered the questions openly. This kind of interview was valuable because it allowed researchers to explore subjective view points and collecting in-depth accounts of people's experiences (Flick, 2009).

We asked five questions about review text and critical thinking as they had learnt it in third semester. The interview was conducted online.

From the interview that we held, we concluded that all of the third semester students of English Education already knew and mastered about review text, not only the definition but also the communicative purposes to criticize of artwork and thing. Students also understood about critical thinking. Some of them added that critical thinking was used to write review text in clear, reflective, independent, and rational way.

We implied that critical thinking was needed when writing a review text. In writing review text, the students admitted that they should think critically due to produce an objective review, not from their subjective view. This statement align with Uswar and Andriani (2019) that review text had to be related to products that happen in real world, it was not just narratives with the theme of common imagination.

In the fourth question of interview, we determined that students had the ability to persuade readers to understand about something by using their review text. They could review it as it they were brought the thing or artwork in front of the readers. This meant that they could deliver the text very well. Although they admitted that sometimes they were still lack in grammatical and some of them still using their subjective point of view in reviewing artwork or thing.

Questionnaire of students' perception on critical thinking

This research employed the questionnaire based on students' perception on critical thinking. I asked 33 third semester students of English Education in Unimus to complete 13 statements modified from Rahmat et al. (2020) which separate into five abilities that introduced by Haase (2010), (1) conceptualizing information; (2) applying information; (3) analyzing information; (4) synthesizing information; and (5) evaluating information.

TABLE 6 | Resume of the Questionnaire Results

Critical Thinking Abilities	Statements	Percentage	Scale
Conceptualizing information	The easy decision when do writing	48%	Agree
	The easy decision on to develop the topic	52%	Neutral
Applying information	The easy decision to locate necessary material for review text	48%	Neutral
	The easy decision to find evidence to support my opinion or judgement in review text	48%	Neutral
Analyzing information	The easy decision to break down review into details	42%	Neutral
	The easy decision to elaborate my review	52%	Agree
Synthesizing information	The easy decision to draw information from sources	45%	Agree
	The easy decision to formulate a review	45%	Neutral
	The easy decision to take down notes from materials	52%	Agree
Evaluating information	The easy decision to cite my sources	48%	Agree
	Writing is easy	48%	Neutral
	The decision to delete irrelevant details	36%	Agree
	The decision to make relevant changes	45%	Agree

From Table 6, thirteen statements above, it can be summarized that the students felt low in deciding how broad their topic. They also felt that writing was between easy and uneasy thing to do. However, they felt easy to take down notes from materials. In review text, critical thinking had big role to students' performance. It comprised the student to develop their opinion about something that they had been review. In writing review, the students also did the revision by omitting the unnecessary words which intended to make reliable writing.

In addition, the most answered scale was neutral from thirteen statements in the questionnaire. We reckon that students still thought between sure and unsure about their own work, because they did not state that they agreed or disagreed about the statements of critical thinking. They needed to provide more evidence, opinion, judgement about something that they had been reviewed. Nevertheless, it was a good start for the students to write down opinion about something but it based on fact which had the proof to consider.

CONCLUSION

This current research has two conclusions. First, the kinds of genre analysis that can be found in review text writing product from third semester students of English Education in Unimus were Move. There were three moves found in the review text. The move consisted of obligatory and optional. The moves are Move 1, Move 2 via Step 1, Move 2 via Step 2, Move 2 via Step 3, Move 3 via Step 1, and Move 3 via Step 2. The analysis also shown that some students still reversed in writing the content of interpretative recount and the evaluation. Secondly, the interview results show that the students had understood the definition of review text and the communicative purposes. The students' perception on critical thinking was still on average scale, which meant they needed to force again their critical thinking to create better review text. They needed to provide more fact in supporting their opinion or judgement in review text. To be more specific, the students still require coaching from their lecturer to strengthen their writing skills.

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