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REDUCING ENGLISH SPEAKING ANXIETY THROUGH SELECTIVE ERROR CORRECTION AND GROUP WORK

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Abstract: This quantitative study aimed to examine the level of speaking anxiety experienced by second-year high-school Acehese EFL learners in their oral performance in L2 classroom and to investigate the attempt to lower their anxiety through the implementation of selective error correction and group work. The Foreign Language Speaking Anxiety Scale (Horwitz et al., 1986) was used as a means to survey and evaluate the learners' speaking anxiety, and their oral performance was assessed through speaking performance rubric as adopted from Ismailia (2021) before and after the learners' exposure to selective error correction and group work. The findings showed that a high level of speaking anxiety was found in the majority of the learners, and that the use of selective error correction and group work for the treatment of speaking anxiety overall resulted in the learners' improved performance in their oral task. The findings highlighted the needs to create a positive and supportive educational environment that stimulates learners to freely experiment with L2 and to establish close-knit learning communities that promote authentic interactions in L2 and provide opportunities to be more engaged in oral language use.

Keywords: *speaking anxiety, selective error correction, group work, oral performance*

INTRODUCTION

Indonesian EFL learners lack opportunities to practice speaking in class and in real-life situations, resulting in their poor listening and speaking skills. Since English is not an official language, exposure to English only takes place in a language class (Sidik et al., 2021; Yosintha, 2020). Students have little exposure to real speaking situations and thereby lack confidence. In comparison to ESL learners, who study English in a country where English is the main language, EFL learners tend to lower level of fluency due to their lack of exposure to authentic language normally found in interaction and communication with native speakers. Indeed, because EFL learners' engagement to the authentic language use will be confined to their weekly classroom sessions, they are more likely to lack expertise with the language's cultural and historical foundation.

Accordingly, the majority of EFL learners, while highly competent in reading and listening, still fail to demonstrate a satisfying proficiency in their productive skills, especially speaking (Abrar et al., 2018; Johana & Rico, 2014). In addition to their aforementioned lack of exposure to L2 authentic use beyond classrooms, some other factors have been suggested as possible causes. The washback impact of exit and entrance exams has particularly been accused to contribute to this condition (Furaidah et al., 2015; Sukyadi & Mardiani, 2011). National

examinations, measuring only learners' reading and listening skills result in a backlash, causing teachers to divert the teaching away from productive skills. Classroom instruction are now devoid of such necessities as long-term assignments, physical book analysis, critical thinking, and computer-based learning since teachers concentrate on taking practice tests by handing out worksheets with items designed identically to those found on standardized examinations. In an attempt to elevate their learners' exam results, some schools even altered course objectives and overhauled course content. Others suggested that passivity, compliance, and reflectiveness are all inherent characteristics of Asian students (Loh & Teo, 2017), and Acehnese EFL learners are no exception. They tend to favor a teacher-centered approach, with teachers expected to be well-equipped for classes, display strong command of course materials, deliver content logically and methodically, and be proficient at responding students' inquiries. Others pointed out the shortfall in communicative and interactive tasks in textbooks (Al Hosni, 2014; Diaab, 2016), as well as the complexities of regulating oral communication tasks in overcrowded classrooms (Ariatna, 2016; Ayu, 2019), claiming that teachers are forced to cover a large number of pages in a limited class time, leaving no time for additional communicative activities.

Nevertheless, the feelings of unease, nervousness, and apprehension one experiences when learning or communicating in a language other than his own has commonly been identified as a major factor impeding learners' language learning and acquisition. This so-called foreign language anxiety may be skill-specific in nature, arising when learners are faced with speaking, listening, reading or writing activities that may expose their lack of competence or make them uncomfortable, and may be caused by such classroom-related variables as activities that require learners to produce the language orally or in front of their peers or instructor's strict approach to error correction. Speaking and listening in particular have been identified as the two most common causes of foreign language anxiety (Afshar & Hamzavi, 2014; Xu, 2013), and the former is widely regarded as the most anxiety-inducing aspect of foreign language learning (Sutarsyah, 2017). Indeed, foreign language anxiety that arises from having to produce L2 orally, especially in front of peers, is the most frequently reported barriers faced by not only beginner but also advanced EFL learners (Gkonou, 2014; Suleimenova, 2013).

Horwitz et al. (1986, as cited in Kralova & Petrova, 2017) contended that communication apprehension, fear of negative judgment, and test anxiety are the three primary causes of FLA. They argued that having to express one's ideas in a language in which one is not confident while being evaluated by a more proficient user of the language, especially with others steadily gazing, can result in discomfort and fear of being humiliated, which ultimately can arouse communication anxiety. Also, the proclivity to be extremely worried and stressed out by the potential implications of poor performance during a test or an exam impairs learners' capacity to perform as expected in an evaluative situation and heavily affects their performance in a foreign language class. Furthermore, learners frequently believe that they are under constant scrutiny from their teachers' and peers; as a result, they develop the feelings of unease about these people's judgments, concern about their disapproval, and the presumption that their peers would rate them unfavorably.

Ultimately, the apprehension and stress that learners are under creates has the potential to take precedence over the cognitive processes involved in learning a second language. Anxiety are among the emotional reactions that are closely associated with the heightened filter, and accordingly, anxious learners' language learning and acquisition will likely be

hampered due to their high affective filters. According to Krashen's (1982, as cited in Patrick, 2019) affective filter hypothesis, when learners' affective filter is heightened, their language growth will be stifled, almost as if a barrier has been created around them to block the flow of information to their brain. In more severe cases, anxiety will result in learners' suffering from anxiety disorders (Mayworm et al., 2014), displaying a non-responsive, passive behavior toward their learning, as evidenced by a lack of enthusiasm and mediocre achievement in tests and assignment.

EFL teachers who are well-versed in the symptoms of anxiety in their learners can begin to identify and detect them early within learners, understand the mental mechanisms associated with their nervous sensations, and assist them by implementing their method to deal with and control their apprehension (Alrabai, 2014; Atasheneh & Izadi, 2012). Lessons should be organized from the perspective of the learners by considering whether a task would make learners feel uncomfortable or apprehensive. The instructors should utilize some approaches to minimize learners' fear and make them feel secure in using L2. Among the most commonly proposed pedagogical approaches to assist EFL learners suffering from anxiousness are selective error correction and group work, both of which could be employed concurrently so as to produce a gradual change on the students. In selective error correction, feedback can be confined to a single category of error (e.g., errors in article usage), or several pre-determined categories of errors (e.g., articles; tenses; adverbs) (Uysal & Aydin, 2017). Teachers can also take into account such factors as errors' interference with the intended meaning of the statement, their complexity, and their relevance with the current topic of the class. Learners would gain greater benefit from a teacher's criticism if he or she concentrates on specific and limited features of their performance since it allows them to attend to a specific fault at a time and eliminate it from their language in the future. More importantly, this practice would pose no detrimental impact on learners' attitudes toward using L2 since their performance would not be marred by a lot of potentially demotivating remarks by their teachers. In addition to selective error correction, teachers may casually set up group work for any teaching and learning activities or assessment tasks in which learners of varying levels assemble into pairs, small groups, or large groups and collaborate as a team to achieve shared objectives (O'Donnell & Hmelo-Silver, 2013). During group work, interaction with peers, especially with more experienced ones, facilitates meaningful exchanges among learners and contributes considerably to learners' skill and knowledge developments. Group work allows learners to discuss subject matters or complete collaborative tasks with their peers in a less intimidating setting (Zulfikar & Aulia, 2020), thus eliminating the fear that prevents anxious learners from engaging in the target language with the entire class.

Foreign language anxiety has attracted the attention of many researchers, and a number of studies have attempted to explain its causes and impacts in L2 learning and acquisition. In their research on the growth of anxiety in EFL learners, Trang et al., (2013) looked at 49 university students who were considered apprehensive according to the Foreign Language Classroom Anxiety Scale. They reported that learners' enthusiasm in learning English dwindled with time, replaced by a rising amount of anxiety that peaked out during their high school or tertiary periods. They further named teaching methodology, evaluation methods, classroom interactions, and curriculum design as the four factors that spawned and exacerbated FLA in learners. Aichhorn and Puck (2017), in their study on the use of English in two Austrian multinational corporations, found that foreign language anxiety affected all non-native participants, albeit to a varying extent. As a coping mechanism, the affected respondents either

avoided and withdrawn themselves altogether from any circumstances that necessitated the use of English, or resorted to code-switching. Hamouda (2013) conducted a survey in his study on learners' unwillingness to participate in classroom activities involving well over a hundred EFL learners from a major tertiary educational institution. According to the findings, a significant number of learners were unwilling to use L2 and remained quiet for a variety of reasons, including limited L2 proficiency, fear of being judged, face-saving, low confidence, lack of preparation, and fear of making errors. Along the same line, using a scale adapted from (Horwitz et al., 1986) Foreign Language Classroom Anxiety Scale (FLCAS), Latif (2015), in her analysis of the degree and causes of language anxiety among more than a hundred Chinese ESL learners, reported that to a large extent the learners felt anxious in their L2 classroom, and that their anxiety levels were much determined by their years of L2 exposure, rather than their gender and age. Additionally, E. J. E. Lee (2016) surveyed and interviewed sixty master's-degree ESL learners to study the effects of instructors' oral corrective feedback (CF) on the learners' language anxiety. The instructors' CF, in contrast to clarification requests, was in general revealed to contribute positively to the participants' affective parameters, particularly reducing their fear of speaking in L2 in front of their peers.

Nevertheless, in spite of a number of prior investigations on language anxiety in general, studies focusing on classroom strategies to deal with learners' L2 anxiety are still few in number. Indeed, studies focusing specifically on L2 speaking anxiety in Indonesian educational context and ways for teachers to cope with the issue still need further study impetus. This research aimed to fill this gap. It was conducted to examine the level of speaking anxiety in secondary-level EFL learners in a public high school in Aceh Besar, Indonesia, and to examine the effect of concurrently applying selective error correction and group work in reducing their speaking anxiety. Preliminary observation revealed that the reality faced by the majority of Indonesian EFL learners is well-represented by the ELLs in Aceh Besar, the majority of whom, while relatively competent in reading and listening, are unable to demonstrate a satisfying competence in their productive skills, especially speaking. The majority of the ELLs displayed anxiety to some extent when asked to produce L2 orally in front of the entire class.

Theoretically, this study's findings were intended to corroborate established theories and further provide empirical evidence of practical rules and principles of English language pedagogy, notably in terms of EFL learners' oral performance through the application of selective error correction and group work. Practically, for teachers, this study demonstrated how selective error correction and group work might help learners overcome their speaking anxiety in L2 classroom. As for learners, this research showcased their fellow EFL learners' experience in a speaking class with selective error correction and group work, giving them an insight on ways to cope with and manage the anxiety that comes along with learning a foreign language.

RESEARCH METHODOLOGY

This study employed a quantitative framework in seeking to obtain and explore relevant data on the level of EFL learners' speaking anxiety. A quasi-experimental design was used for this study since field settings made random assignment of participants infeasible (Maciejewski, 2020). The research was conducted at a state vocational high school in Aceh Besar, Indonesia, involving thirty second-year EFL learners as participants. These participants were selected

purposely as the sample of this research on the ground that these EFL learners still displayed anxiety and poor oral proficiency even though this class of ELLs had longer weekly English session than the other classes.

Questionnaires and tests, which consisted of an oral pretest and an oral post-test, were the data collection methods used in this study. Closed-ended questionnaire in the form of modified 12-item Horwitz et al.'s (1986) FLCAS was used to measure the learners' anxiety levels. The questionnaire, administered on the first meeting, consisted of selected items indicative of L2 speaking anxiety on the five-point Likert scale with the responses ranging from 'strongly agree' to 'strongly disagree'. The items were distributed equally into three sections, comprising communication apprehension, test-anxiety, and fear of negative evaluation. The questionnaire was later statistically analyzed by calculating the percentage and the mean of the learners' responses to each item of the questionnaire. The learners' anxiety scores were calculated by summing up the ratings of all items, with possible score ranging from a minimum of 12 to a maximum of 60 and with higher total scores indicating higher level of anxiety. The learners' levels of anxiety were determined by adopting Jee's (2014) anxiety categorization, in which those with scores in the range of 12 to 32 were considered to have low level of anxiety, those whose score ranged from 33 to 44 were classified as moderately anxious, and those with a score range of 45 to 60 were perceived as highly anxious. In addition, items with combinational percentages (of those who agreed and strongly agreed with the statements) higher than 40% were regarded as anxiety-arousing factors.

A pre-test, in which the learners were required to make a two- to three-minute-long oral presentation on a topic assigned the day before, was administered to examine and measure at first hand the learners' anxiety level before experimental teaching. The speaking assessment rubric as adopted from Ismailia (2021) was then used to evaluate their performance. This 100-point analytic scoring rubric assesses five different components of speaking ability, which comprise pronunciation, vocabulary, grammar, fluency, and task. After a four-meeting experimental teaching, in which selective error correction and group work were implemented, an oral post-test was administered to evaluate their speaking performance after the treatment.

RESULT AND DISCUSSION

Result

1. Result of FLCAS

The following table sums up the learners' responses to the communication apprehension items in the questionnaire.

No.	Statements	Percentage					Mean
		SA	A	NA	D	SD	
1	I never feel quite sure of myself when I am speaking in my foreign language class.	10%	53.33%	26.67%	10%	0%	3.633
2	It frightens me when I don't understand what the teacher is saying in the foreign	10%	50%	36.67%	0%	3.33%	3.633

	language.						
3	I feel more tense and nervous in my language class than in my other classes.	3.33%	20%	46.67%	23.33%	6.67%	2.9
4	I get nervous when I don't understand every word the language teacher says.	6.67%	56.67%	36.67%	0%	0%	3.7
Overall Mean Score							3.47
*SA: Strongly Agree; A: Agree; NA: Neither Agree nor Disagree; D: Disagree; SD: Strongly Disagree.							

Table 1. Responses to Test Anxiety Items

The result shows that a combined 63.33% or more than half of the learners believed that they did not feel confident using L2 in front of others. Only three learners (10%) affirmed that classroom communication in L2 did not make them feel uneasy. The other eight learners (26.67%) indicated that they had neither a positive nor a negative view on speaking in L2 in the classroom. In addition, almost half of the learners also (40%) felt reluctant to offer their answers to their teacher's questions in class. Only one learner (3.33%) admitted that his/her inability to comprehend the teacher's statement was not a source of apprehension. Also, a total of seven learners (23.33%) indicated that they felt more stressed out and unconfident in learning L2 more than in learning any other school subjects. These learners still found L2 class the most stressful learning experience at school. On the other hand, more than half of the learners (30%) reported otherwise, with seven learners (23.33%) stating their disagreement and two (6.67%) other their strong disagreement on the idea that L2 lesson put them in a daunting situation. Additionally, a total of 19 learners (63.34%) admitted that their apprehension occurred when they failed to comprehend parts of what their teacher said.

In terms of the items reflexive of their test anxiety, the learners' responses in brief is shown in the following table:

No.	Statements	Percentage					Mean
		SA	A	NA	D	SD	
1	I start to panic when I have to speak without preparation in class.	20%	46.67%	33.33%	0%	0%	3.87
2	I am afraid that my language teacher is ready to correct every mistake I made.	0%	46.67%	43.33%	0%	10%	3.27
3	I feel very self-conscious about speaking in foreign language in front of other students.	3.33%	43.33%	43.33%	10%	0	3.4
4	I get nervous and confused when I am speaking in my language	3.33%	33.33%	40%	23.33%	0	3.167

class.	
Overall Mean Score	3.43

Table 2. Responses to Communication Apprehension Items

As can be seen in the table, a total of 20 learners (80%) admitted to becoming panic-stricken when they had to speak in L2 without prior preparation, while a total of 14 learners (46.67%) felt uncomfortable and agitated over the thought that their mistakes and errors were to be pointed out by their teachers in front of their peers. Only three learners (10%) indicated that they did not feel afraid or anxious with the prospect of being corrected by their teacher.

A total of 14 learners (46.66%) also indicated that, to a certain degree, they feel inhibited when they have to speak in front of their classmates. On the other hand, only a small minority of the three learners (10%) felt that speaking in front of others is not a cause of inhibition for them. Furthermore, eleven learners (36.66%) indicated that speaking in L2 classroom is a cause of confusion and nervousness, while seven other learners (23.33%) reported that they do not experience nervousness or perplexity when speaking in L2 classroom.

As for the fear of negative evaluation items, the learners' responses are summarized in the table below:

No.	Statements	Percentage					Mean
		SA	A	NA	D	SD	
1	I keep thinking that the other students are better at language than I am.	33.33%	43.33%	23.33%	0%	0%	3.87
2	It embarrasses me to volunteer answers in my language class.	0%	40%	60%	0%	0%	3.27
3	I always feel that the other students speak the foreign language better than I do.	1.33%	50%	23.33%	1.33%	0%	3.4
4	I am afraid that the other students will laugh at me when I speak the foreign language.	20%	50%	30%	0%	0%	3.167
Overall Mean Score						3.76	

Table 3. Responses to Fear of Negative Evaluation Items

Twenty-three learners (76.66%) believed that their language proficiency was inferior to other learners' and that other students performed better in their L2 classroom, and 12 learners (40%) reported to feel reluctant to offer their answers to their teacher's questions in class. The majority of the learners also perceived their lack of speaking ability, as shown by the fact that 19 (63.33%) of them agreed to the suggestion that their classmates possessed higher-level oral proficiency. Only four learners (13.33%) indicated their relative confidence by denying their peers' better L2 oral proficiency. In addition, 21 learners admitted to feeling anxious to speak in L2 due to the thought of being laughed at by their peers.

The learners' scores in all items in all three factors causing speaking anxiety were then summed up to arrive at the total score. The levels of anxiety were then assigned to each of the learners based on the total score they attained, as can be seen in the following table:

Learner No	Fear of Negative Evaluation	Communication Apprehension	Test Anxiety	Total Score	Anxiety Level
1	15	15	18	48	High
2	13	12	13	38	Moderate
3	15	15	12	42	Moderate
4	18	15	11	44	Moderate
5	11	14	13	38	Moderate
6	18	16	20	54	High
7	20	20	20	60	High
8	8	10	8	26	Low
9	10	8	8	26	Low
10	13	12	13	38	Moderate
11	15	13	18	48	High
12	15	12	15	42	Moderate
13	12	15	15	42	Moderate
14	18	15	15	48	High
15	20	16	18	54	High
16	20	20	20	60	High
17	18	20	16	54	Moderate
18	16	18	20	54	High
19	18	20	14	52	High
20	20	20	20	60	High
21	20	16	18	54	High
22	14	18	20	52	High
23	14	20	18	52	High
24	8	8	10	26	Low
25	14	18	20	52	High
26	18	18	18	54	High
27	20	20	20	60	High
28	18	15	15	48	High
29	18	18	18	54	High
30	20	18	14	52	High

Table 4. Learners' Anxiety Levels

As illustrated in the table, the majority of the learners experienced L2 speaking anxiety, with two-third of them (63.33%) considered to be highly anxious and eight of them (40%) considered to be moderately anxious. Only three learners (10%) indicated that they experienced a low-level anxiety.

Interpretation of your results includes discussing how your results modify and fit in with what we previously understood about the problem. Review the literature again at this time. After completing the experiments, you will have much greater insight into the subject, and by

going through some of the literature again, information that seemed trivial before, or was overlooked, may tie something together and therefore prove very important to your own interpretation. Be sure to cite the works that you refer to. Elaborate on your explanation clearly. Should you need to use some points, you may use the points format as follows:

2. Results of Pre-Test and Post-Test

As can be seen in the tables below, the learners' L2 speaking anxiety was significantly reduced after the implementation of the two strategies, as was evident in the mean score of their post-test, which was considerably higher than that of their pre-test.

No.	Interval Class	Frequency (fi)	Midpoint (xi)	fi.xi
1	31 – 36	2	33	66
2	37 – 42	3	39	117
3	43 – 48	8	45	360
4	49 – 54	3	51	153
5	55 – 60	2	57	114
6	61 – 66	11	63	693
7	67 – 72	1	69	69
Total		30	357	1572
Mean		52.4		

Table 5. Pre-Test' Table of Frequency and Mean Score

No.	Interval Class	Frequency (fi)	Midpoint (xi)	fi.xi
1	63 – 66	3	64	192
2	67 – 70	4	68	272
3	71 – 74	0	72	0
4	75 – 78	11	76	836
5	79 – 82	3	80	240
6	83 – 86	0	84	0
7	87 - 90	9	88	792
Total		30	532	2332
Mean		93.28		

Table 6. Post-Test' Table of Frequency and Mean Score

The learners' average score in the post-test was 93.28, significantly higher than that of the pre-test. This disparity suggests that the implementation of selective error correction and group work effectively lowered the learners' anxiety in L2 speaking.

Discussion

The result of the questionnaire revealed that fear of negative evaluation is the major cause of the learners' speaking anxiety. More than half of the learners admitted to harboring the feeling that their L2 proficiency was inadequate, deficient or inferior when compared to their peers'. As a matter of fact, all, but four of them, perceived that their peers' oral skill exceeded theirs. The learners apparently exhibited severe uneasiness when expressing themselves in L2 in front of others, which, as reiterated by Russell (2020), was caused by a constraining feeling of

excessive concern about others' perception of what is said. Their persistent fear of negatively evaluated by their teachers and their peers appeared to limit their engagement in L2 learning activities, especially in ones that entailed making an oral production of L2. The perpetual feeling of being scrutinized is prevalent, however, not only among the learners in this investigation, but also among many other ELLs, many of whom experience a sense of inadequacy and poor self-evaluation (Cheng & Erben, 2012), further exacerbated by their low self-confidence, throughout their L2 learning. Indeed, a persistent feeling of inadequacy may lead to an inferiority complex and can negatively interfere with learners' academic life (M. Lee et al., 2017). Learners may feel that they intellectually of less worth or importance than others, and as a result, they appear detached and withdrawn in the presence of the people who make them feel inadequate.

A large number of the learners reported that they avoided volunteering answers to their instructors' questions for fear of being incorrect and being judged as less proficient. Similarly, the majority of the learners also reported they are fearful of their L2 oral performance due to the perceived threat of being embarrassed or ridiculed. The results were comparable to those of Aichhorn and Puck (2017), who discovered that EFL learners tend to experience apprehensiveness when they have to speak in front of others in an L2 learning environment, causing them to restrict their engagement in learning activities. This attitude has detrimental consequences for L2 learning. Because instructional environments are meant to allow learners to learn from both their instructor and their peers, the possible advantages of a shared educational experience are missed. Since learners are frequently misinformed yet too timid to offer their ideas, they lose a chance for learning the correct answer. In addition, since learners may also typically be correct but are too anxious to speak up, they risk missing out on a genuinely gratifying moment.

Furthermore, communication anxiety and test anxiety accounted for relatively the same level of anxiety in the majority of the learners in this study. More than half of the learners suggested that they struggled with the feelings of low confidence, refraining them from speaking in their L2 classroom. Also, classroom oral activities, ranging from simply being called up to respond to the instructor's on-the-spot occasional inquiries to making an oral presentation in front of the classroom, caused intense apprehension to a number of them. In fact, a major portion of the learners indicated that their performance was especially marred with panic-attack as a result of having to speak without preparation. Moreover, almost half of the ELLs in this study identified instructors' negative feedback as particularly anxiety-provoking, indicating their worries about making mistakes, being criticized in front of their peers, and making them seem less than perfect. As a result, they exhibit aversive attitude because they would rather not say anything than say something but risk an error. These findings strongly support the assumption in the Hamouda's (2013) study that learners' fear of making mistake, fear of losing face, fear of being judged, low confidence and lack of preparation are among the sources of their anxiety and unwillingness to use the target language in the classroom. At this rate, not only does anxiety detrimentally impair their performance in a given task, but their overall academic performance was also put at risk since EFL learners are frequently assessed based on how well they perform orally.

In addition, a large number of learners in this study also identified their fear, nervousness, and subsequent reluctance to engage and interact in L2 as critically caused by not only their failure to comprehend their instructors but also their inability to comprehend the entire words in their teachers' utterances. This particular finding is in agreement with that of

Suleimenova (2013) and Nilsson (2020) who reported that failure to understand what the instructor says is among the most anxiety-inducing scenarios for many ELLs. Apprehensive communicators attempt to attend to every word an interlocutor says in an interaction, not knowing that the more they focus on each word uttered, the more perplexed they become in keeping up with information flow, and that even the most skilled learners may struggle to communicate effectively with others. As a consequence, they have trouble in both comprehending others and getting their ideas across to them.

These negative emotional reactions to learning circumstances create a barrier that might obstruct learning or language acquisition. A learner's cognitive process is heavily regulated by his or her emotional state, with L2 learning and acquisition being deterred if their affective filter is heightened, that is, if the circumstances surrounding the language learning make a learner feel under stress and unwilling to learn, creating a mental block that prevents input and hamper his or her cognition. EFL learners' feeling of anxiety gets in their way of achieving the primary objectives of foreign language learning, that is to communicate and exchange information and knowledge with others. Only through the creation of a student-friendly, low-stress educational setting can learners be stimulated to experiment, take risks, and produce exceptional performance, and selective error correction and group work serve this purpose well. The learners' L2 speaking anxiety was significantly reduced after the implementation of the two strategies as was evident in the mean score of their post-test, which was considerably higher than that of their pre-test.

Working under the selective error correction classroom, the learners became more confident in their ability to communicate in L2 (Ha et al., 2021) since the approach meets their need for non-threatening correction. Selective error correction is less overwhelming for EFL learners and enables them to concentrate on recurring errors. Moreover, in selective error correction, less is more; that is, correcting only a limited number of errors at a time will increase the possibility of the corrections being retained in the learners' long-term memory (Mak, 2019). However, to yield the expected results, teachers play a pivotal role in this. It is teachers' responsibility to motivate individuals who are reluctant to speak up by showcasing a positive attitude toward learners' efforts to communicate. Teachers must not just tolerate and welcome learners' errors, but also provide them with an appraisal of their good performance in order to keep their morals high, nurture confidence and alleviate the stress as a result of correction (Daskalovska et al., 2012). Selective error correction requires teachers to not only attend to learners' mistakes, but also consistently demonstrate their own forbearance for them in order to develop an atmosphere of sincere acceptance to errors and keep their affective filter in check.

Group work, on the other hand, empowers learners to take charge of their communicative tasks, and therefore relieves fear, promotes responsibility, and improves fluency. Teachers can step away from the traditional teacher-centered classroom design and serve as a facilitator with the learners as the lead speakers instead (Nunan, 2014). This learning circumstance generates a more intimate atmosphere that facilitates learners to take risk in using L2 by instilling a feeling of safety. When working collaboratively in a small group, they will come to understand that other learners share their feelings and no learner in a group will have to bear the responsibility or feel ashamed if the answer is incorrect. As a result, they will be less intimidated and more encouraged to experiment more creatively with L2. Group work also encourages more active participation of the learners and creates more opportunity to be engaged in communicative tasks (Dobao, 2014). It gives learners wider possibilities to establish and regulate communication, generate a wider range of grammatical constructions, and partake

in negotiation of meaning. Even if they may not be able to express their thoughts grammatically, creative language use still facilitates their interaction to achieve a shared objective.

CONCLUSION

Even though the advances to improve learners' oral proficiency and to balance their acquisitions of the four skills has been the focus of English pedagogy across the globe, including Indonesia, many ELLs continue to struggle in oral activities. While such factors as limited exposure to authentic L2 use, the teaching to the tests, learners' passive characteristics, and the absence of communicative and interactive exercises in textbooks have been proposed as the serious challenges in the teaching of speaking skill, learner's anxiety remains the single most concerning stumbling block, threatening the development of the communicative competence of ELLs across levels. This research focused on identifying Indonesian EFL learners' levels of anxiety and remedying the undesirable effects of speaking anxiety through the concurrent implementation of the selective error correction and group work. The findings indicated that the majority of the learners experienced high level of L2 speaking anxiety, with fear of negative evaluation as the major contributing factor, followed consecutively by communication anxiety and test anxiety. The findings also suggested that selective error correction and group work was able to significantly mitigate learners' anxiety in their oral tasks. Selective error correction provided a secure environment for learners to experiment with the language and received corrective feedback that did not hamper their fluency and flow of speech while group work allowed the learners to be more engaged in meaningful communication and interaction, assume control of their own oral activities, and eventually freely use the target language without fear.

In EFL lessons, teachers should take into accounts learners' anxiety and provide a low-stress, warm, and encouraging educational classroom climate. They should not overlook it nor dismiss it as an issue that learners must solve by themselves, and thus, rather than being stuck to traditional approaches that aim only to instill textbook content, teachers must seek such anxiety-relieving teaching approaches as selective error correction for the sake of empowering learners in accomplishing their objectives. Because each learner comes with distinct characteristics and responds differently to correction and feedback, error correction in oral performance requires meticulous handling and attention. Besides, the dramatic improvement in the learners' oral performance was also attributed to the fact that allowing learners to complete a task collectively in a group promotes an anxiety-relieving atmosphere. When teachers allow learners to work cohesively in a group achieve a common objective, assisting one another and recognizing each other's strength, they will stop perceiving themselves as individuals and those very timid learners will gradually get the courage to open up to their peers. They will no longer assume that they are being evaluated adversely by them or that they are in a competition with the class' top brass, and as a result, they feel less anxious about L2 learning scenarios.

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An Analysis of Students' Equivalence In Translating English Idiom In Narrative Text Into Bahasa Indonesia

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The aim of this research was to investigate and learn how the students to equating translation English idiom in narrative text into Bahasa Indonesia at the fourth semester of English department Bhinneka PGRI University of the 2021/2022 Academic Year. A qualitative descriptive approach in this research. A qualitative descriptive approach was used to measure students' abilities in a thorough analysis to determine students' abilities in translating idioms in narrative text using test documentation with 11 research students in one class. The instrument used in the data collection was a interview and documentation test. The first step is to find out students' perceptions in translating English idioms into Indonesian. and test documentation is used to measure students' ability in working on idiom narrative text translation problems. The data were analyzed using statistical and shown in table of frequency.

This finding shows that students of narrative text can be one of the alternative media for students in learning to translate idioms using good translation equivalence.

Keywords: *Idiom, Translation Equivalence, Narrative Text*

INTRODUCTION

Translation is the transmission of written text from one language to another. translation Refers to written language, and interpretation of spoken words from native language to target language (Sreetdirectory : 2022). When a phrase has the same meaning in both languages in translation it is called an equivalent. it takes a deep understanding of both cultures in the native language and the target language so that translation can be translated correctly and correctly so that equality is a powerful tool to achieve that goal (Liraz Postan : 2019). Narrative text is a text that tells a story that takes place in a certain period of time and place. Refers to the way the author tells the story with a series of actions and a coherent storyline so that the reader can easily imagine the content of the story and the message of the story can be easily conveyed (Anas Molloy : 2021)

LITERATURE REVIEW

The first previous study was conducted by Tri Optaria(2020) about An Analysis Of Students' Strategies Used In Translating English Idiom Into Indonesia In Narrative Text in Raden Intan Lampung University.

The second study was conducted by Azizah Khusnul Hanifah(2018) about An Analysis Of Students' Equivalence In Translating English Idiom Into Bahasa Indonesia In Narrative Text in Raden Intan Lampung University.

Definition of Translation

Translation is a means of intercultural communication. The translation is a challenge when it comes to providing the intended meaning of several propositions, especially since each language has its own characteristics. Features and structures that may not be accurately translated into the target language. It can be concluded if the translation has challenges that different cultures affect the translation made because some things may not be translated accurately. Source (Bashar Al-Rashdan and Imran Alrashdan : 2021). According to, (Larson, 1984:15) form translation follows the form of the source language and is known as literal translation, while meaning-based translation is used to communicate the meaning of a form of support text to the recipient of the language. This translation is called idiomatic translation. It can be said that in translation there are two types or two things that need to be done by translators, namely translating from translation where translating the source without changing the meaning into the target language, while in translation using meaning-based translation it is necessary to pay attention to the form of translation that usages idioms to be translated.

Definition of Equivalence

Equality is basically when a word or phrase has exactly the same meaning in both Languages. To understand the two languages to be translated, the translator must understand in terms of linguistics (where the translator understands the sentences to be translated) and extra-linguistic aspects (where the translator takes into account cultural elements in translating the original language into the target language. According to, (Nida and Taber, 1982), equivalence is divided into two types, namely formal equivalence and dynamic equivalence. Formal equivalence focuses attention on the message itself where the target language resembles the source language in form and content, while dynamic equivalence focuses on the function where the effect of the message in the source language is attempted to have the same effect on the target language where the reader will feel as if reading the source text.

Definition of Narrative Text

Narrative text is a text that tells a story that takes place in a certain period of time and place. Refers to the way the author tells the story with a series of actions and a coherent storyline so that the reader can easily imagine the content of the story and the message of the story can be easily conveyed (Anas Molloy: 2021). According to, (Anderson, 2003) narrative is a text that tells a story and, in doing so, entertains the audience. According to, (Rebecca, 2003). A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

Definition of Idiom

According to, (Hornby, 1995) an idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole unit, for instance, the idiom spill the beans means to reveal secret information, especially without

intending to do so. According to (Baker, 1992:73), “Idioms are frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components.” According to, (Shorouq K. Al-Houti and Sultan M. Aldaihani, 2018) an idiom is a dual word unit whose overall meaning does not only come from its individual parts.

RESEARCH METHODOLOGY

A. Population and Sample Research

The Population: all students in class regular B (Fourth Semester) of English Department at Bhinneka PGRI University.

The Sample: There were 11 of students at class fourth semester regular B.

B. Technique of Data Collecting

Data collection method is used in qualitative research where primary data is needed in data collection. According to (Nur Indrianto and Bambang Supono, 2013: 142) primary data is the original source obtained during research without going through intermediary media. And the second is interview for the second collecting data method.

RESULT AND DISCUSSION

Interview

From all interviews regarding students' ability in translation according to their personal opinion, the researcher analyzed that there were more around 80% from the total number of students who stated that they preferred to translate by sentences that have different meanings by analyzing and equating them with other supporting sentences, and the rest are students admit that they prefer to translate word by word if they have difficulty finding the equivalent meaning of the source language.

Documentation of the Test

Based on the analysis the result of English idiom translation into Bahasa Indonesia by the students, the researcher could have described the variation of students' equivalence and it is described in the following table.

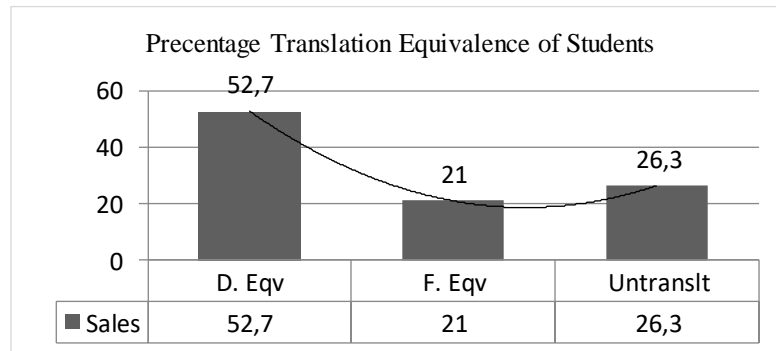
Table 4.1 the percentage of the Respondent who can translate by Dynamic Equivalence

Valid	Translation Equivalence	Total	Percentage
	Dynamic Equivalence	58	52,7%
	Formal Equivalence	23	21%
	Untranslated	29	26,3%

According to the results of the research test, it was found that 52.7% of students were able to translate the equivalence of idioms in translation. The data was found after looking at the students' ability to equate the translation of idioms with understandable idiom sentences, as found in the idiom sentences "over moon, she's the bomb !, tie to knots, and it's was raining

like cats and dogs. Students are able to translate with dynamic equivalence in these sentences properly and correctly.

The results of further research also found that 26.3% of students have not been able to translate well, and followed by 21% of students who can translate with formal equivalence. To see more clearly what percentage of all participants, the researcher gives an illustration as follows.



From the table percentage data above, it was found that more than half of the participants were able to translate idioms with dynamic equivalence, followed by untranslated and the last one was formal equivalence.

In the results of the researcher's findings in the interview and test data, it was found that there were many gaps between students' admissions and their test results. The researcher focused on the results of interviews which found data that more than 80% of the participants admitted that according to them, they were able to translate sentence equivalents that had different meanings by using the per-sentence analysis method with other supporting sentences (termed using dynamic equivalence).

According to them, the percentage of students' ability to express themselves has quite a gap with the test data results which reveal that 52.7% of students are able to translate with dynamic equivalence, 26.3% of students have not been able to translate well the equivalent sentences in the test, and the last 21% students are able to translate with formal equivalence.

CONCLUSION AND SUGGESTION

Conclusion

From these data, it shows that most of the population of students in the class are able to translate with dynamic equivalence, followed by students who have not been able to translate well. This means that the equality of students in one class is that almost half the population in one class is said to be able to translate idioms well into the target language. In the data above, students can still translate idioms that have idiom sentence structures that can still be understood, but students still have difficulty translating idioms with different sentence structures (the level of translation is more difficult) so that students are expected to be able to learn to increase their ability in translating English. Students are also expected to further

improve literacy and learn new vocabulary, slang, phrases, and idioms so as to increase vocabulary, they can also study idioms in depth, because in translation it is very possible to find sentences that have different meaning constructions when translated.

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IMPROVING SPEAKING ABILITY IN ENGLISH THROUGH TOPIC-BASED-VLOG (TBV)

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Abstract: As English becomes more relevant in today, speaking English in Indonesia needs to be improved to subsidize the change. Therefore, in order to improve Indonesian students English speaking performance, the usage of Topic Based Vlog is implemented. Therefore, the study aims to find the impact of the usage of TBV to improve the English speaking performance for higher education student especially at UIB. The quantitative research method was implemented for this research. Then, to conduct research the Experimental method by having one group pre-test post-test was designed in the integrated speaking and listening class batch 2020. 20 English education students participated by producing a Vlog during the research. The TBV was based according to the lesson's schedule, for five weeks students have to make a vlog according to the topics based on the lesson's schedule. After conducting the vlog, the researcher manages the data by using paired sample T-test. The result of the t-test shows the sig. (2-tailed) equals $0.00 < 0.05$, meaning that the result of the study shows TBV could significantly improve students' English speaking performance. The study finds that students particularly improves in vocabularies and grammar. And according to the interview TBV can also improve abilities beyond speaking such as confidence, student's expressiveness, and many other. This study could become an outlook to the possibility of topic based vlog as a means to improve the students speaking performance in UIB and other higher education institutions.

Keywords: *Speaking English, speaking performance, improving Speaking, Vlog, Topic Based Vlog, Teaching Method*

INTRODUCTION

re relevant in the world, The English language is known to be the most important language in the world (Global, 2020). Speaking English is also becoming more relevant (Proficiency, 2015). Improving speaking performance is not as easy as learning other ability in English such as learning to read, write or listen (Özcan & Gerçek, 2019). Speaking lessons are more complex than that. In theory speaking have many properties that must be learned, such as pronunciation, accent, grammar, context, and others.

Speaking is a tool to carry out activities conducted out by a speaker and a listener (McKay, 2016). The speaking process consist of the person who speaks must be able to convey what their intention are. A speaker can convey ideas, make comments about something, make arguments, share information, and share knowledge. In this process, whatever is conveyed will not be revealed if the speaker cannot convey it properly.

Speaking performance in English is seen as a crucial ability. Because according to Inayah, Komariah, & Nasir, (2019) speaking ability is the last form to be developed compared to other

ability. The point is that speaking performance is one of the most challenging language learning ability compared to learning to read, listen and write. Speaking performance have a unique complexity compared to learning to read, listen, and write because speaking ability must use several core concepts that must be understood by the speaker to say what he wants to say correctly and precisely. In this instance there are several key factors. These key factors are general description, delivery, language use, and topic development (TOEIC, 2020). After knowing the key factors in speaking, we also must pay attention to basic grammar, pronunciations, accents, and correct ways of speaking, all of which can be seen in the key factors.

The English Speaking performance in Indonesia is still arguably below average. According to the 2020 edition of the English Proficiency Index, Indonesia is ranked 74th out of 100 countries (First, 2020). This ranking shows that Indonesia has a low proficiency English score, which means that the average Indonesian population cannot speak English effectively. As an expanding circle country where residents are users of English as a foreign language (EFL), they have several speaking problems. Although English has been taught in schools from elementary to high school, the residents' English is still lacking, most residents still have difficulty mastering their speaking until they become university students (Safitri & Khoiriyah, 2017). With the limited speaking performance of the university students, those who want to improve their speaking ability are hampered. The OECD programme for international student assessment (OECD, 2018) reveals that Indonesia is a country that is still lagging behind in the use of resources, therefore Indonesia must be more efficient in using existing resources to improve student education. To improve speaking ability all means and resources can be used. Some problems of university students in deepening their speaking performance are knowledge about vocabulary, grammar, pronunciation, accent, and knowledge of the English language itself (Lestari, 2019). Lack of training outside of class is also a problem (Wulandari, 2019). The use of English must be used more frequently so that university students can improve their speaking performance, and this can be done outside the classroom using assignments as intermediaries. To make student engaged creative and provoking assignment are needed, different and challenging assignments should also be used in order to increase the inducing learning process that boosts student motivation (Maulidah, 2018).

This problem can also be seen at Universitas Internasional Batam. The speaking performance of Universitas Internasional Batam students still needs to be improved. The speaking performance of students in the English Language Education study program is still lacking, especially in pronunciation, vocabulary, and accent. Students of the English Language Education study program students has this issue because these students do not speak English more often outside the classroom in order to improve their speaking performance. The use of relevant and challenging teaching media to improve speaking performance must be used so that student motivation is maintained. the use of teaching media such as electronic teaching media such as social media or Learning media system (LMS) can also be used (Darling-Hammond, 2006).

These problems are the same as the problems of 21st century education. In theory, 21st century education uses technology in helping teachers and students in the learning process. According to Gibbons (1998) the higher education relevance in the 21st century is defined to be more

ingenious to the demands, therefore newer knowledge production will be produced according to the technologies, structure, and application. In education in the 21st century, technology can be used as a teaching tool to develop a teaching approach which will align students with their practical uses, there are many technology options (Marwan, 2017).

Topic based vlog is an alternative teaching method innovation that focuses on improving students' speaking performance. Topic based vlog comes from vlog, vlog itself is an activity where an individual can record and tell their daily activities or tell experiences that the individual has felt or done (Valimbo & Hartati, 2018). Topic based vlogs are a type of vlog that can be used to improve speaking performance because topic-based vlog is an approach where each specific vlog is made by following a specific rules that fits with the topic of the class which is designed for students to improve their speaking performance. The use of topic based vlogs is online, which means that students do not have to meet directly with the teacher and the teaching method is also paperless. Topic based vlogs only need LMS system, social media and Microsoft Teams to function. This application can be downloaded in any smartphone which makes access to Topic based vlog easier. Topic based vlogs are highly expected to improve students' speaking performance so that later speaking performance can help students in life, especially because the English language is increasingly relevant in the world.

The previous research that inspires the researcher to make this research are the study related to this study. An old study from Maldin & Rezeki (2018) discusses the use of vlogs as a teaching material to improve speaking skills on a certain topic, namely hospitality. The findings of the study identify that Vlog can be fully integrated into a learning process. Another related research is Aidil Syah Putra (2017) which discusses the correlation of speaking ability with motivation. The findings are that the higher the level of motivation and activity of the students, the higher their speaking score. The third study is a study by David Felipe Espinosa Torres (2018) which discusses vlog as digital lessons for enhancing EFL students speaking in blended learning. The results of this research are positive vlogs where students can use the vlog as a blended learning tool using electronics. Therefore, from the previous study mentioned teaching speaking using vlog seems viable.

The use of vlogs in the integrated speaking and listening class in the 2020 English Education study program can be used to import students' speaking performance in English. To improve the students speaking a specific vlog should be able to increase their performance, topic based vlog could possibly increase it. Therefore, to find out if topic based vlog could work in ELE students a research must be conducted.

This study would like to examine the implementation of topic based vlog to improve the students speaking performance in the English language. The focus of the research is to find out if the execution of this study would greatly impact to the students speaking performance. The study would like to create an outlook to the possibility of topic based vlog as a means to improve the students speaking performance.

RESEARCH METHODOLOGY

This study uses quantitative research. Quantitative research is research that is centre on quantifying the collection and analysis of data (KamolsonSu, 2007). It is formed from a logical

approach where stress is placed on the testing of theory, shaped by observer theories (Apuke, 2017). The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses concerning to the subject (Rutberg & Bouikidis, 2018).

Based on research needs. Researchers use quantitative research in which researchers use quasi experimental techniques to get the results they want to research. Experimental research is the only research method that can test hypotheses about causal relationships (Flannelly et al., 2018). The research design quasi experimental research because this type of experiment does not meet the requirements such as an experimental method that can be said to follow certain rules (Leppink, 2019). In this study, the experimental research method was used to examine the improvement in English speaking ability and using a topic based vlog. The research design used in this research is quantitative research using the quasi experimental design type one group pre-test-post-test method.

Flasch et al. (2017) said one group pre-test-post-test design is a research activity that provides a pre-test before being given treatment, after being given treatment, then giving a post-test. After understanding the concept, it can be concluded that the Results of the treatment can be known to be more accurate because they can compare with the situation before being given treatment. The one group pre-test post-test design consists of one predetermined group. In this design, the test is carried out twice, namely before being given a treatment called a pre-test and after a treatment called a post-test. The research pattern is the one group pre-test-post-test design method according to Salkind (2010) as follows:

O1	X	O2
Pre-test	Treatment (TBV)	post-test

According from the figure above O1 represent the pre-test, X represent the treatment in this case it is the Topic Based Vlog (TBV) and lastly the O2 represent Post-test. As per the study, the aim is to find the significance in improving the English language speaking skill by using TBV therefore to find the data to analyses such significance using the one group pre-test-post-test design should suffice. The data collected from the pre-test which has not been tampered with and the data collected from the post-test which has been influenced by TBV is analysed using paired t-test which is used to find the compatibility and significance between each variables. The values obtained are calculated and analysed using SPSS 25.

To further support the research interview also used to provide students' perceptions of the use of TBV. The results of the interviews will support the results of this one group pre-test- post-test design study.

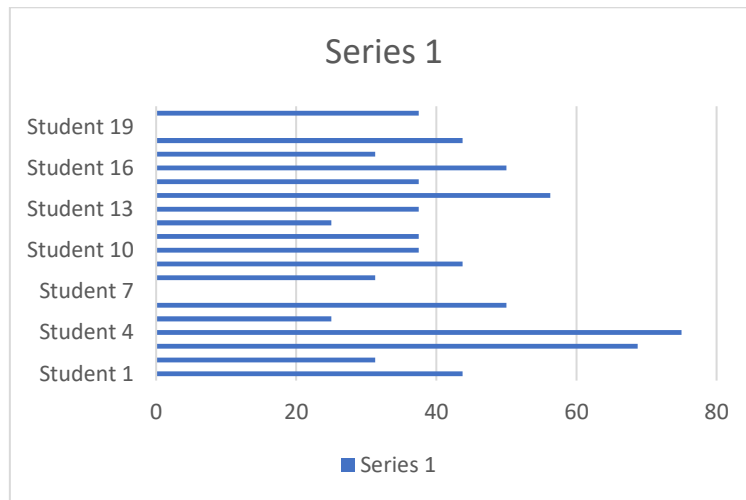
RESULT AND DISCUSSION

The results of the pre-test and post-test are displayed here.

Pre-test results

The results of the pre-test were carried out before the treatment given by the researchers during the Topic-based vlog (TBV) implementation. The results from Pret-test are as follows

Figure 4.1. Pre-test score

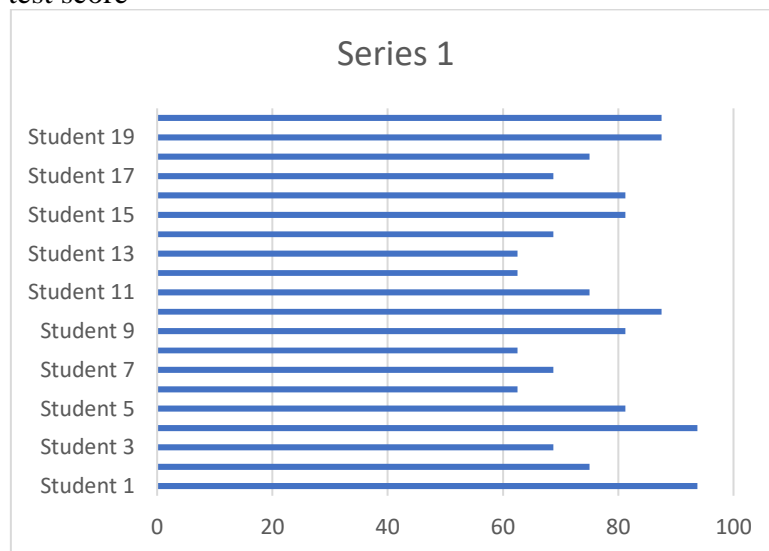


The data from the pre-test shows the average score of the students pre-test is 38.13. From the score there are 2 students that have the score of 0 which means that the students are either did not do the TBV assignment as per instruction or they did not submit the vlog on time. The data also shows the highest score the students got is 75 and only one person is able to do so.

Post-test results

The results of the post-test were carried out after the implementation of the treatment given by the researcher during the Topic based vlog (TBV) implementation. The results of the post-test are as follows.

Figure 4.2. Post-test score



The data from the post-test shows the average score of the students pre-test is 76.25. From the data the lowest score the student get is 62.5 there are 3 students that got this score which means that the students are either did not do the TBV well enough. The data also shows the highest score the students got is 93.75 and only 2 person is able to do so.

The results of the analysis of the normality test

After collecting the data from the one group pre-test post-test group a normality test is needed to validate the data. Normality tests are used in parametric statistical studies or statistical data with a small number of participants. If the normality test result data is proven to be normally distributed, then research using the paired sample t-test can be carried out. Meanwhile, if it is not proven that it is normally distributed, the research cannot be continued. Analysis of the normality test was carried out in SPSS version 25.

Table 4.1. Results of Normality test

		Tests of Normality					
		Kolmogorov-Smirnov			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	Df	Sig.
student learning outcomes	Pretest	.154	20	.200	.935	20	.196
	Posttest	.163	20	.169	.919	20	.095

To see the results of the normality test, the basis for making decisions on normality test is used. If the significance value > 0.05 , then the research data is normally distributed. The normality test used in this research is by Shapiro-Wilk, as the data shows, the pre-test significance value is 0.196 which is above 0.05. The post-test significance value is 0.095 which is also above 0.05 which means the data is also valid. As the data shows all the significance value is above 0.05 therefore it can be concluded that the normality test is valid and the analysis can be advanced.

The results of the homogeneity test analysis

In addition to the normality test, the homogeneity test was also used in the paired sample t-test. Although the use of the homogeneity test is not mandatory, if the research results prove to be homogeneous using the homogeneity test, the measurement will get accurate data in testing the average difference. Homogeneity test analysis was carried out in SPSS version 25

Table 4.2. Results of homogeneity test

		Test of Homogeneity of Variance				
			Levene statistic	df1	df2	Sig.
student learning outcomes	Based on mean	1.439	1	38	2.38	
	Based on median	1.385	1	38	.247	
	Based on median and with adjusted df	1.385	1	25.494	.250	
	Based on trimmed mean	1.465	1	38	.234	

To see the results of the homogeneity test, use the basis for making decisions on the homogeneity test is used. If the significance value > 0.05 , then the research data is normally distributed. As the data shows, the significance value of the mean is 0.238 which is above 0.05 which means the data is homogeneity. The significance value of the median is 0.247 which is above 0.05 which means the data is homogeneity. The significance value of the median and with adjusted differences is 0.250 which is above 0.05 which means the data is homogeneity. And the significance value is based on the trimmed mean is 0.234 which is above 0.05 which means the data is homogeneous. As the data shows all the significance value is above 0.05 therefore it can be concluded that the normality test is valid and the analysis can be advanced.

The results of the paired t-test analysis

The paired sample t-test is a paired test. The paired sample t-test is a comparative hypothesis test. The aim is to determine whether there is a difference in the mean of the two pairs of

samples that are paired and tau are related. Homogeneity test analysis was carried out in SPSS version 25. The results are as follows:

a. Paired samples statistics:

Table 4.3. Paired sample statistics

Paired samples statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	38.13	20	18.351	4.103
	Posttest	76.25	20	10.458	2.339

This output shows the summary results of descriptive statistics from the two samples or the pre-test and post-test data. This descriptive statistical data explains the mean of the pre-test and post-test values of 38.13 and 76.25. N is the number of samples from this study, amounting to 20 students, and the standard deviation of the pre-test and post-test is 18.35 and 10.48. And finally, the standard error of the mean pre-test and post-test is 4,103 and 2,339.

b. Paired sample t-test:

Table 4.4. Paired sample t-test

Paired samples test								
		Mean	Std. Deviation	Std. Error Mean	95% confidence interval of the difference		T	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Pretest- posttest	-38.125	20.064	4.486	-47.515	-28.735	-8.498	19 .000

This output is the paired sample t-test. This output provides an overview of whether or not there is a difference between the pre-test and post-test. The basis for making paired t-test decisions are; If the value is Sig. (2-tailed) <0.05, then there is a significant difference between learning outcomes in the pre-test and post-test data; If the Sig. (2-tailed) > 0.05, so there is no significant difference between learning outcomes in the pre-test and post-test data. In making decisions, it is known that the Sig. (2-tailed) this data is 0.000 <0.05, it can be concluded that there is a significant difference between the TBV learning outcomes in the pre-test and post-test data. Therefore it can be said that this study reject H0 and accepts H1 there are positive significance in improving speaking performance using TBV

CONCLUSION

Conclusion

This study aims to examine whether the implementation of TBV significantly improve student's ability in their English language speaking performance at UIB. The participant of the study itself are 20 students from the class of integrated listening and speaking year 2020. The study are diagnosed by using paired sample t-test to find out if TBV to improving speaking performance.

Based on the results of data analysis and hypothesis testing from the research that has been done, it is known that the hypothesis of implementation in the use of TBV significantly improves student's English language speaking performance at UIB. This is indicated the Sig. (2-tailed) this data is 0.000 <0.05, which means this study rejects H0 which is there are no significance in improving speaking using TBV and accepted H1 which is there are positive significance in improving speaking using TBV. It can be concluded that there is a significant improvement between the TBV learning outcomes from the pre-test and post-test.

It should also need to be mentioned that the data from the interview also support the study's hypothesis which indicate that the use of TBV is beneficial to students speaking performance. The benefits of the students can be formed into three distinct point which is Student' Competence in the English speaking after TBV. Reported that after using TBV student's gains new vocabularies, grammar, and in confidence. Another aspect is the Students' attitude towards TBV, students are reported to be more expressive and evaluate themselves better. Lastly, Students' outlooks toward learning with TBV is positive, students are reported to find TBV as an easy yet challenging assignment and it also encourage improvisation. And therefore it can be concluded that the use of TBV does improve student speaking performance and more.

The results of this study confirm that TBV gives the students to express themselves and improve their speaking performance. The study development can lead to a beneficial method for students to learn and stimulate their abilities. TBV also helps students to express themselves with efficient and enhances their characteristics.

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PHONOLOGICAL CONTRAST BETWEEN ENGLISH LANGUAGE AND BAGGARA ARABS DIALECT

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Abstract: This study investigates the similarities and differences between Baggara Arabs dialect and English language phonological systems. It aims at preparing a scale for the difficulties of English pronunciation that face Baggara Arabs students, as well as enabling Baggara Arabs learners of English Language to pronounce English sounds or phonemes and words accurately. It uses the semi-experimental approach. In addition, pre and post-tests are used as tools for gathering data. 30 secondary school students were chosen as a reasonable sample to represent the secondary school students at Elddein locality in East Dar Fur State. The study comes out with many results: The phonological rule of English facilitates Baggara students to speak and pronounce English fluently. The phonological system of English is different from Baggara's dialect and that they undergo some difficulties. The recommendations of the study are listed as: The researchers should benefit from this study in contrastive analysis in other dialects to establish inter-lingual identifications between the L1 and the L2. They should also get benefit from the prediction of learning problems that they face while learning English language (Phonology and Phonetics). This study can also be used as a reference study to accomplish more and deep studies on other tribal dialects in Sudan.

Keywords: *dialect, English and Baggara, phonological contrast*

INTRODUCTION

The Baggāra (Arabic: البَغَّارَة "cattle herder") Arabs are a nomadic confederation of people of mixed Arab and Arabized indigenous African ancestry, inhabiting a portion of the Sahel mainly between Lake Chad (Drafur) and the Nile river near south Kordofan, numbering over six million person (Owens 1993).

The term baggāra used in Sudan is to denote a large group of closely related cattle-owning Arabic speaking tribes that reside traditionally in the Southern parts of Darfur and Kordofan . Like other Arabic speaking tribes in the Sudan and the Sahel, Baggara tribes claim to have origin ancestry from the Juhaynah Arab tribe (Al-Rahim, Muddathir 'Abd (1970).

Baggāra Arabs tribes in Sudan include: the Rizeigat, Ta'isha, Beni Halba, Habbaniya, Salamat, Messiria, Tarjam, and Beni Hussein in Darfur, and the Messiria Zurug, Messiria Humr, Hawazma, Habbaniya and Awlad Himayd in Kordofan, and the Beni Selam on the White Nile. They have their own linguistic repertoire, the dialect spoken by the speech-community in which they live. It is their language that is used in everyday communication at home and anywhere. They speak Classical Arabic (CA) as their mother tongue but they have their own dialect, which is predominant throughout their speech. It is a mixture of classical Arabic and some other borrowed words (dialects of the indigenous African languages living in the area).

It is noted that, due to the process of communication and contact between Baggra Arabs and other tribes, Baggara (Rizeigat) borrowed some words which do not exist in the

Classical Arabic The sounds /č/ , /ŋ/ exist in Baggara / Rizeigat dialect but they do not exist in Classical Arabic and mostly no Arab tribe share such sounds except Masseryia tribe in West Kordufan.

Baggra Arabs students like all other Arab students who start learning Arabic at the age of 5 or 6, have already mastered the sound systems of Arabic and the basic structures of its spoken form. By that time they also demonstrate Arabic vocabulary items relevant to their range of experience and almost sufficient to be base for further ramified development in various aspects of Arabic language. But when they start learning English language at the age of 10 or 12, they knew nothing about its sound system. This situation poses a challenge to both the process of teaching English in general and its pronunciation in particular. They tend to write English words on the basis of its sounds which they tend to interpret through Arabic system. This reflects the straight forward affiliation of English language sound system to that of Arabic language and the annihilation of the existence of nay distinctive characteristics of English. Sometimes they resort to transcribe or translate English words into Arabic script without any consideration to the peculiarity of the English graphic and sound system. For example , they translate the English words ' table' , into Arabic by writing it *تبيول* /teibul/ and people as *بيبول* (bi:bl). The researchers' linguistic background as well as their keen interest in studying contrastive phonology have all merged together to make this work achieved.

Phonological Contrast between English and Baggara Dialect

Baggara dialect is a variety of the Modern Standard Arabic which is shared by Baggara Arabs (tribes) dwelling in East Darfur. It is derived from Arabic and it keeps varying from Arabic language, but still can be studied within or through Arabic language with slight difference. It is difficult for one who is concerned with language and Sub dialect to know that certain dialect which is a variety of a language would not be understood, though they remain a version of a particular language. For example when Baggra speaks this phrase of speech. It will be difficult to be understood or traced by Arabic Standard language speakers:

دعنا نذهب اينما تريد *kin kea' koh wa kin kea' koh " let's go wherever you wish*

(a) Consonants

Consonants are usually described in terms of the manner of articulation, place of articulation and voicing , through out the description of English and Arabic. Consonants emphasis will be placed on those phonetic and phonological features that are specific to each of the two languages.

(b) Emphatic vs. Non-Emphatic Consonants

Arabic has four pairs of consonants that are distinguished by, "emphasis". They: / **t, ṭ** / **d, ḍ** , / **s, ṣ** / *اطباق* *iṭbag* " hiding or taxfkhiim

" he repented" <i>تاب</i> /t/ as in taaba	<i>طاب</i> / ṭ / as in ṭaaba	" he
directed " <i>دل</i> / d/ as in dalla	<i>ضل</i> / ḍ / as in ḍalla	

*(Emphasis is marked by a dot underneath the consonant) . The production of emphatic consonant is characterized by contraction of the muscles of the pharynx, raising of the back part of the tongue towards the palate and protrusion of the lips. Besides these four pairs, emphatic /l/ occur in a very restricted context. "Emphatic l/ the following pair of words *الله* occurs only in the Devine name "Allah"(Khalil 1996)".

(c) Germination

Consonants occur single or doubled (geminated) a sequence of two "strengthening" تشديد identical consonants is described as germination tašhdiid. The geminate consonants are long. This consonantal length is phonemic in Arabic as shown in the following minimal pairs:

كتب* kataba: "he wrote"

كتب* kattaba: "he ordered some to write"

همزة* the Glottal stop 'al-hamza

This Arabic phonemic glottal stop occurs in initial, medial and final positions in a word, for example:

"father", أب * 'abb

"he asked", سأل* sa'ala

"sky" سماء * samaa'

"Question" سؤال* su'aal

"a hundred" مئة a'*mi

* It also occurs as a geminate, as in:

'he headed', ترأس Tara"asa

(c) Back Consonants

Arabic has six back consonants, four fricatives and two stops, they are:

* Velar: / kh , gh / * pharyngeals: / h / * Glottals : / á , ' /

Since the glottal has been described earlier, we will only describe here the other five guttural consonants.

(i) Velar fricatives / kh / and / gh /

Velar consonants are articulated with the back of the tongue almost touching the soft palate (velum). The following minimal pairs represent the voiceless and voiced velar fricatives.

خالى* khaali : 'my uncle'

غالى* ghaali : 'expensive'

(ii) Pharyngeal fricatives / x/ and / ' /

Pharyngeal fricatives articulation occurs in the pharynx . In the production of these pharyngeal sounds , the muscles in the pharynx are tensed up . For the voiceless / ' / this produces a very strong fricatives that is quiet distinct from both /h/and/ X/ voiced / ' / is not accompanied by much friction . The following minimal pairs represent the voiceless and voiced pharyngeal.

' he specified', حدد* 'eddada

' he enumerated ', عدد* 'addada

' he revealed', باح* baa'a

' he sold ' باع* baa'a

(iii) Glottal Fricatives.

Glottal articulation occurs in the larynx . The voiceless glottal fricative / h / is always pronounced , whether it occurs in initial , medial or final position:

here هنا , huunnaa 'he' هو huwa * word-initial:

gahr 'oppression' قهر ' coffee', قهوة* word-medial: qahwa

' silly' . سفیه ' waters ' , safiih مياه*word-final: miyaah

(iv) /r/

Arabic / r/ sound is pronounced by tapping the tip of the tongue against the alveoli. It is always pronounced , i.e initially , medially and finally.

' he threw' رمى ' head ' , raama رأس: ra's * Word-

' earth ' ارض , 'ard ' cold' برد* word-medial : bard

' dowry', مهر, maahr نار naar ' fire ' Word-final:

* ġarrara 'he decided' قرر This consonant is thrilled when it is geminated,

Contrast of Baggara dialect vs. Classical Arabic in term of Consonants:

Baggara dialect is a variety of classical Arabic which is spoken throughout the Baggara tribes living in Eastern Darfur. It is the most predominant dialect that's shared mostly by the Baggara Arabs(e.g. Rezzigat group). The contrast between Baggara dialect and Classical Arabic will be on the following points.

* /b/ devoiced to /p/

1- The Bilabial stop consonant / b/ is naturally devoiced or changed to /p/ when occurs in medial and final position, but not in initial position as in the following examples: حلبا halapaa becomes حلبها * halabaha

It is realized that Baggara omit the glottal-fricative / h/ when occurs word- finally when following a glottal stop as in: حلبا halapaa becomes حلبها* halabaha. خربا kharapaa becomes خربها* kharabha * /th / **changed to / d /**

2- It is to be noted that the Baggara dialect mostly replaces the classical Arabic interdental-fricative /ð/ with the dental-stop /d/ as in: ' midday' ظهر /dahr/ becomes *ظهر / ðahr/ .

3- (* / θ / **changed to / t**)Third : Baggara dialect doesn't stumble on interdental-fricative consonant /θ/ as it exists in Classical Arabic , but / θ / is replaced by the dental / t/ as in:

' bull ' becomes / tawr/. ثور * / θawr /

' tobe ' becomes /tawb/. ثوب * / θawb/

Aziz (ibid) states that ' the emphatic / l/ only occurs in the divine name of God (Allah), but in Baggara dialect the phoneme / L / is used through freely in their speech as in:

“he wrestled ” , لايط * / L̥abaṭ / “suitable ” , لايق * / L̥aayig/

* /'a/ Al-hamza(The Glottal stop) is changed to / ' /

Contrast Of Baggara dialect vs. Classical Arabic in term of vowels and Diphthong:

First, unlike Arabic Language, Baggara dialect contains the vowels below while some short vowels don't exist in Arabic:

*Arabic and English vowels: /a/ , /a:/ , / i/ , /i:/.

/a/ , /aa/, / u / , /uu/, / i / ii/ .

* Baggara dialect vowels: /a/ , / aa/, /uu/ , /i/ , / ii/ .

(The vowels in Arabic / Baggara are doubled to show length).

Second, the Arabic diphthongs /'aw / , /ay/ , /ya / and /'aw/.

These diphthongs have their English counterparts: / əu/ , /ai/ , /iə/, /eə/.

* Baggara dialect replaces the diphthong / 'aw/ similar to English

/ əu/ with / o / as in :

“bull” becomes / tor/. ثور/ θawr/

(a) Arabic Consonants Clusters:

Aziz (ibid) states that, “Arabic allows no initial clusters at all, but allows medial and final clusters of no more than two consonants

“cradle”. مهد " river" and mahd نهر/ nahr/

A cluster may consist of two identical consonants, i.e a geminate, as " his right", حقه and /ħaǧuuhu "جد in jadd" grand father

Contrast between English Consonants Clusters Baggara dialect

English has longer sequences of clusters than Arabic/Baggara. Moreover, Arabic allows no initial clusters at all. On the basis of the above differences, we can predict that Baggara Arabs (Rezzigat) learners of English will have some difficulties with the pronunciation of English clusters. For example, Baggara Arabs (Rezziagt) learners can't realize the difference in pronunciation of verbs ending in "ed" as it has three sounds /t/, /d/ and /id/. They just pronounce every word ending in "ed" as /id/asked / t /, moved / mu:vid/ and wanted / wontid/.

* Baggara dialect doesn't allow initial clusters like English , but allows medial and final clusters of up to three consonants unlike Arabic which allows only a cluster of up to two consonants, as in:

"remained, 'left ' , ضل 'faḍl/ " they (women) ate اكلن /'akaln/

Contrast between English Syllabic Structures and Bara dialect

Arabic syllable patterns are more limited than English ones, because of the constraints imposed on consonantal clusters, where as English allows syllable-initial clusters of up to

three consonants and syllable –final clusters of up to four consonants. Arabic by contrast allows no initial clusters but only allows syllable-medial and final clusters of up to two consonants.

Moreover, in English a vowel by itself can form a syllable as in the indefinite article “a” or the initial vowel in the word “ago”.

Baggara Arabs dialect also keeps the same formula of Classical Arabic (CA) that it allows syllable-medial clusters of up to two consonants as in:

‘They grew ’. رملوا Medial position : /ramlaw/

* Unlike, Classical Arabic, Baggara Arabs dialect allows final cluster of up to three consonants as in:

* “you train him /it”, ولفه Final position: / walfh/

* Yule (1996) stated earlier in this chapter that “in English language a vowel by itself can make a syllable as in the indefinite article “a”.

* Prof. Aziz (ibid) lamented also that “in Arabic a vowel can't form a syllable by itself”,

In Baggara dialect in contrast to English, a vowel can form a syllable consisting of a single vowel or a diphthong as in:

“Oh, yes ”, وي /wei/

Teaching English Pronunciation to Baggara Arabs Speaking Students

Baggara students learning English usually face enormous problems in studying or learning English. There are many mistakes or erroneous speech emerges out during their learning. It is a chronic course of difficulties and then the door is wide open to English language teachers. They should not turn a blind eye to the mistakes and wrong pronunciation of Baggara when trying to transfer rules or sounds from English to Arabic and vice - versa.

Aziz Khalil (ibid) comes out with the following findings as he stated:

1. The following English vowels have no counterparts in Arabic: /e, o, a, ə, /. Baggara learners are expected to make erroneous substitutions to English.
2. Arabic long vowels may occur in unstressed syllables a phonological phenomenon that is non- existent in English. However, in English words with long vowels, primary stress always falls on the long vowel, e.g. father, sooner, freedom and teacher. Therefore, it is predictable that English learners of Arabic will have difficulties in producing long كاتبنا vowels in unstressed syllables, as in Kaatabnaa,
3. English has longer sequences of clusters than Arabic. Moreover, Arabic allows no initial clusters at all on the basis of the above differences, we can predict that Baggara learners of English will have some difficulties with the pronunciation of English clusters , especially initial clusters as in play /plei/ and straw/ strəu/ and final ones consisting of three or four consonants , as in tips /tips/, sinks /siŋks/ and glimpsed /glimpst/. Baggara learners are expected to break up initial clusters by inserting an anaptyctic vowel. They might produce a word like spring /sprɪŋ/ as /*səprɪŋ/ or /sɪprɪŋ/. As regards to the pronunciation of final clusters, Baggara

students will also tend to break up the clusters by inserting a vowel for example they will pronounced word like asked as /aaskəd/ or /aaskid/ .

4. Baggara's lexical stress is more predictable than English stress . Baggara dialect has stress placement rules that operate at the word level where as English has a stress placement rule that operates on limited number of noun-verb pairs such as **export** /'eksɒ:t/ as 'verb' and / eks'pɒ:t/ as 'noun' . The placement of stress in Baggara dialect is determined by the number and length of the syllables in the word.

Baggara learners of English will tend to misplace stress on lexical items. They will tend to confuse stress on noun – verb pairs that are distinguished by stress. They will also stress all words in a sentence including function words which are usually unstressed in English. Besides, they will tend to place primary stress on the adjective-noun phrases such as yellow ribbon.

Generally speaking, English rhythm is stressed-timed while Arabic rhythm is syllable-timed. These differences create a problem for Baggara learners of English in pronouncing and stressing every syllable equally and distinctly.

A phonological contrast Between English Language and Baggara dialect

Since students have been exposed to English phonology and phonetics through studying and understanding assimilation , intonation, stressed-syllables ,fusion etc. Student are supposed to find some difficulty in pronouncing some English words and they would normally neglect the rules that govern English sounds systems in terms of the items disused above.

RESEARCH METHODOLOGY

Research Methodology

The researcher adopts the semi-experimental approach, which investigates and finds out how Baggara dialect (which is a variety of Arabic Language) and English language are different in their phonological and phonetic systems.

Population of the Study

The population of the study is Baggara Arabs students in university and secondary levels in East Darfur State, who study English as a foreign language.

The Study Sample

The sample of this study is the Baggara students of third year in secondary school, 30 males and females' students were selected randomly from Elddein locality secondary schools. This sample has been taken randomly just to draw a representative sampling of Baggara students. It is expected that those targeted group (samples) should experience difficulties in the pronunciation of English words that constitute the area of the study.

Preparation of Materials and Data Collections

The materials presented by the researchers are list of words/sounds chosen from English language which are going to be the centre of the investigation between English

Language and Baggara dialect. The materials should be shown in clear presentations with adequate examples and denotations, so that they will be able to answer the test questions. Furthermore, the participants should learn the relationship between English phonology and phonetics, and the rules of Arabic language. It is advisable that the participants should be trained in phonetics systems (the transcription), as well as phonemic distinction of both Arabic and English languages.

Research Instruments:

The Test: (One Group Test Design):

The sample should do the pre-test, which is an oral test before they study the rules of English phonetics and phonology. They should be given a test of thirty words of English without the independent variable the Baggara dialect. The scores should be recorded in a table. After that, the sample should be tested again the same pre-test should be adopted as a post-test after they study the procedures of the test which will include the following items:

1. Teaching English consonants, vowels and Diphthongs.
2. Contrasting similarities and difficulties between the two languages (English and Arabic).
3. Teaching English phonetics and phonology in contrast between English and Arabic or Baggara dialect.
4. Teaching English stress and intonation and make a contrast between English and Baggara dialect.
5. Comparing the scores of the pre and post-test.
6. Coming up to the results of both tests and recording the correlation marks in a third column.
7. The results of the two tests should prove the validity of the experiment and prove the hypothesis and objectives of the study.

RESULT AND DISCUSSION

The only way to prove the experiment of this study is the test which is the most suitable instrument for collection of data. There are two types of tests (pretest and post-test).

The experiment obviously requires the following procedure to achieve the goals:

(1) Source of data and sample under investigation following a (quantified data, and descriptive statistical analysis of the data and results obtained).

(2) Suitability: Cross section method is suitable to study and investigate how performance is improved from one level to another. It is also suitable for tracing language acquisition development. It is suitable for interlanguage study for knowing how languages work and their linguistic systems.

3) Validity: the pre-test/post-test should adopt to help in following up performance progress to find the interpersonal relationships within a group of individuals. The pre-test would test the sample on the following phonological items:

- The assimilation
- Stressed syllables.
- Continuous Assimilation
- intonation sounds restricted to both English and Arabic).

The Post Test:

After being tested first without being expose to the phonological and phonetics in English , students do the same pretest as a post test after they study the rules that govern English language in terms of Phonetics and phonology. The main objectives of the two tests is to see to what extent is the independent variable is effecting the dependent variable.

Table (4-1) English and Baggara dialect

The following table shows the contrast between the English phonetics rules and Baggara language rules. This is in term of Consonant /n/ and nunation. (alnoon asakina and the Tanween).

This table has been adopted from Abulgaasim (2005 - 67) as a key reference

No	English Rules	Examples in English	Arabic Rules	Examples in Arabic
1	Stressed syllable	An evil	Izhar	/janhaun/
		Inhabitant		/min?ahl/
		The man -who		
2.	Assimilation	One more	Al idgham	/m mma/
		Unless		/man-jƏ mƏl/
		In law		/ ?an lau/
				/ ?allau/
3.	contiguous Assimilation	In bed	Ali?iqlab /	/ jumbit /
		On purpose		
		In particular		/ ?ambƏ?kƏ/
		In bad		/?amburikƏ/
4.	unstressed syllable	Sunday	Ikhfa	/humba:rizu:n/
		On Friday		/aleihhim bihƏdiyƏtin/.

Abulgasim (ibid) noticed that, in case of the unstressed syllable which matches the *ixfa*, it occurs when the consonant /n/ neighbors the /b/ it extincts partly as in /humba: rizu:n/ and the equivalent example in English is (storm blow).

Scores of Both Pre/Post Test (One group Test Design):

Looking into the results of the post-Test that Rezzigat students after understanding and learning of the phonological rules of English have developed good understanding of these rules and hence their performance have changed and their errors reduced compared to the marks they obtained in the Pre-Test.

This supports the study hypotheses that the study of English phonetics and phonology help the Baggara students to master English language and can utter better. Also this findings of the study will pave the way for good pedagogical purpose and this supports the hypotheses that : the finding of the study will have good pedagogical purpose.

Scores of Both Pre/Post Written Test.

Group Statistics

Group	N	Mean	Std Deviation	Std. Error Mean
Degree pre-test	30	19.3333	3.01583	.77868
Post -test	30	30.4000	4.46894	1.15388

Independent Sample Test

		Levine's test for Equality of variances	
		F	sig.
Degree	Equal variances Assumed	1.564	.221
	Equal variances not assumed		

Independent Samples Test

		t-test for equality of means			
		T	Df	s.g(2-tailed)	Mean Difference
Degree	Equal variances Assumed	-7.950	28	.000	-11.06667
	Equal variances not assumed	-7.950	24.651	.000	-11.06667

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence interval of the Difference	
			Lower	Upper
Degree	Equal variances	1.39204	-13.91813	-8.21520

Assumed Equal variances not assumed	1.39204	-13.93623	-8.19711
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According to the results appeared in the table above (4-1), the following comments can be realized :

That results as shown in the table came out with the following proportions:

- A. Most of the subjects performance improved obviously in the post test process and three are great differences as shown on the tables above.
- B. B- The scores of the post written test indicated the positive effect of the importance of learning English Phonetics and phonology of Baggara students. that's the independent variable .
- C. The performance of the subject has improved from pretest remarks which is 19.3333 to 30.4000 in the post test.

And for the hypotheses of the research it is clear that the study and learning of the rules of phonetics and phonology facilitates and improve Baggara students to master the English phonological rules .

CONCLUSION

Conclusion

In concluding this research which has been continuing for a long time many comments can be considered. First is the importance of carrying out more and related studies on the importance of contrastive analysis in particular and phonological comparative between English and Baggara dialect and other languages for the benefit of developing better research in the future and through which many English departments in Sudanese universities can have some source of search and knowledge to be available for students who study applied linguistics and contrastive analysis.

The phonological contrast between English Language and Baggara dialect is a step towards opening the way for more specific studies on Baggara dialect in particular or any other dialects. This study has resulted into good findings and results by comparing the phonological systems between the English Language and Baggara dialect.

Through this course of comparison, it is clear that the phonetic system of the two languages (English Language and Baggara dialect) is different and that pronunciation difficulties that face Baggara students in learning English phonetics and phonology have been accounted and treated.

The researcher recommends the following notes and highlights that are be considered:

- 1) The researchers can benefit from this study in the field of contrast in their conscious attempt to establish interlingual identifications between the L1 and the 2.
- 2) They can also benefit from the prediction of learning problems that they face while learning English language (Phonology an Phonetics).
- 3) This study can also be used as a reference study or previous study to accomplish more and deep studies on Baggara dialects or any related kind of research.
- 4) This study is necessary for English learners who are at high levels of education and who are destined to be teachers of English , to be aware of the inconsistency between the sound system of English and its orthography.

- 5) The study can help learners too to deal with pronunciation problems , teachers themselves must study phonetics and acquire correct pronunciation.

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MORAL VALUES OF THE MAIN CHARACTER IN “MULAN 2020” MOVIE

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Abstract: This research deals with the main character moral value in “mulan 2020” movie. This research aims to analyze the main character moral value and types of the moral value conveyed by the main character. The research subject of this study was the main character in the Mulan 2020 movie as Mulan. The data was taken from the scenes and the scripts conveyed by the main character consisting of the moral value. The data were analyzed using the theory proposed by Linda and Eyre (1993). The data collecting procedure of this study was observation. The data were observed using note-taking techniques to identify and analyze the data. Data were analyzed using qualitative methods and presented descriptively. The result of this study showed that researchers found some moral values and types of moral values conveyed by the main character in the “Mulan 2020” movie.

Keywords: *moral values, mulan 2020, main character.*

INTRODUCTION

Literature is a creative, an art; the other, if not precisely a science, is a species of knowledge or of learning (Effendi, 2015). It means literature is a creative art or an art of creativity, and literature is also a part of learning or of knowledge (Wellek, Rene; Warren, 1948).

Movie is a part of literary work in a form audio-visual to convey a story. According to Hornby (2006) movie is a collection of moving pictures capture with sound that tells a story and it's shown at cinema or other devices. Movies are one of the youngest arts, they come in a variety of structures and forms absorbed from older arts (Elsaesser & Hagener, 2010). Movie is a medium of education that demonstrate human life, so people with such a device would be easier to accept education. Movie is one of the learning tools for humans where in the film many things can be learned, for example the moral values contained in the film. Moral values are defined as guidelines that assist a person in deciding to be able to distinguish between right and wrong. According to Linda and Eyre (1993) moral value is a result of appreciating the process of human values in life. Moral value is inspired by society's behavior, which exemplifies a positive attitude and culture. The film contains moral value; it is a message from the filmmaker to the audience that can be used as a lesson and applied in real life. Through the story, a movie can provide the audience with information, motivation, and moral values in addition to entertainment.

Moral values can be reflected inside a movie through the characters. Characters, according to Wellek and Warren (1956), are people who take part in the action and are expected to be natural in presenting the characters in a story. According to Nurgiyantoro (2013), A

character is a person who plays a figure in a fictional story or drama. Based on the preceding statement, it is possible to conclude that characters are people who play figures in stories and are able to act naturally in order to produce stories that appear real.

According to Linda and Eyre (1993) there are two types of moral values. There are Value of being and Value of giving.

The following types of moral values are more specific:

1. Values of being, is a value that is implicit in human beings' actions and treatment of others, such as

a. Honesty

Honesty is defined as a value because it benefits both the practitioner and the persons on whom it is practiced. Honesty demands sincerity, trustworthiness, and integrity to develop inner strength and confidence. Such as honesty in our dealings with people, institutions, society, and ourselves (Linda and Eyre, 1993:35)

b. Courage

Being courage is hard. When being brave, one must overcome fear and doubt in making a decision or to take a step. When people takes this step and makes a try, they deserve bounteous praise, even if it's just a try (Linda and Eyre, 1993: 50).

c. Peaceability

Trying to control emotions and a willingness to understand other people's feelings rather than simply reacting to them (Linda and Eyre, 1993: 67).

d. Self-reliance and potential

Someone who is independent, capable of being responsible, while the potential is to do their best. Another benefit of self-reliance and potential, which can be disciplined (Linda and Eyre, 1993:80).

e. Self-discipline and moderation

Self-discipline on all levels: physical, mental, and economical. When it comes to speaking, eating, and exercising, moderation is key. The ability to regulate and restrain one's own desires. Understanding the body's and mind's limitations. Avoiding the hazards of unbalanced, extremist beliefs (Linda and Eyre, 1993: 94).

f. Fidelity and Chasity

The importance and safety of faithfulness in marriage, as well as restraint and boundaries prior to marriage. An understanding of the long-term (and widespread) repercussions of sexual amorality and adultery (Linda and Eyre, 1993: 111)

2. Values of giving

Values of giving, is that ideals must be exercised or given before they can be taken for granted, such as

a. Loyalty and dependability

People that are loyal are typically willing to help, serve, and support others, and they can be expected to keep their promises. Loyalty can be shown to family, work, school, and other organizations and institutions that are responsible to us (Linda and Richard, 1993:128).

b. Respect

- Respect is the basis and foundation of other life values. Respect for life property, parents, elders, environment, and other people's views and rights (Linda and Eyre, 1993:138).
- c. Love
Love is self-care, loving more than just being loyal and respectful, such as love for friends, family, even love for people who hate us (Linda and Eyre, 1993:148)
 - d. Unselfishness and Sensitivity
Unselfishness is an attitude of caring for others. Empathy, respect for others and brotherhood. Meanwhile, sensitivity is being aware of the circumstances and needs of others (Linda and Eyre, 1993:158).
 - e. Kindness and friendliness
Kindness and friendliness are the highest human values. It involves other values, such as empathy, caring, courage, because it involves a willingness to give attention to others (Linda and Eyre, 1993: 179).
 - f. Justice and mercy
Respect for the law, equality in work and recreation. An awareness of natural repercussions and the harvest rule. Consider pity and forgiveness; also, retribution is a waste of time (Linda and Eyre, 1993: 198)

Many studies have been conducted in the same field, which is on the Main character moral values in a movie. One of the previous studies that will be presented to enhance this research. "The Moral Values Analysis Of The Main Character In *The Secret Life Of Walter Mitty* Movie " written by Ganes Yastra Fandika. This study has the purpose to let the students know and realize that moral values are crucial in education and social life, especially in teaching English to develop a standard of personal life for positive attitude. The researcher used descriptive qualitative methods. The result of this study is that the writer found out some moral values conveyed by the main character, there are optimist, persistent, patient, discipline, honesty, love, commitment, tolerance, social care, honest, peace and tolerance.

The difference from this study is on the data source. This study aimed to analyze the main character moral value in *Mulan 2020* movie. This movie tell us about a girl named Hua Mulan (Liu Yifei) who is the first child of a former war soldier named Hua Zhou (Tzi Ma). She was ostracized for behaving like a man. One day, When the Chinese emperor issued an edict that one man from each family was required to join the imperial army to defend the country against the Huns' attacks, Hua Mulan, the eldest daughter of an honorable warrior, decided to succeed her ailing father. Mulan fought in the war, she proved that gender is not a problem in defending her country, she proved that she can be loyal, honest and brave. Mulan's own character also proves that a woman can also be a formidable knight who can protect those around her.

The researcher choose this *Mulan 2020* movie because this movie very interesting to be analyzed, especially its moral values and the main character is a woman who conveyed the moral values. It teach many people how important the gender equality.

RESEARCH METHODOLOGY

The research used qualitative methods to analyze the data. Qualitative research is research that collects data in the form of words or pictures instead of numbers. According to Taylor et al. (2016:7), qualitative research encompasses all forms of inquiry that generate descriptive data-individuals' written or spoken words, as well as observable behavior. The method used to collect data in this study is the observation method by watching the movie. Creswell (2014: 232-236) also stated that qualitative research displays text data and image data that have been collected and uses various designs. In short, this type of research presents descriptive data in the form of words or sentences rather than numbers. The sources of the data in this study are divided into two kinds: primary data is *Mulan*(2020) movie, while the secondary data are articles related to the object of research. The object of this study is *Mulan 2020* direct by Niki Caro. For data collection, the researcher used observation methods by watching the movie and read the dialogues to analyze the moral values that the main character conveyed.

RESULT AND DISCUSSION

There are five moral values found in *Mulan 2020* conveyed by the main character using the theory of Linda and Eyre (1993). Five moral values conveyed by the main character are Honesty, Courage, Loyalty and dependability, Unselfishness and sensitivity, and kindness and friendliness .

1. Values of being

In Values of being, the researcher found moral values of honesty, and courage.

a. Honesty

The researcher found value of honesty in scene and dialogue as follows:

When the conflict between the Rouran army and the Imperial army was over, Mulan approached Commander Tung and other warriors. She shows her true identity by appeared like a woman with loose hair.



Figure 1. Mulan shows her true identity by appeared like a woman with loose hair. (Performed at 01.12.08-01.12.57)

Commander Tung : *Hua Jun?*

Hua Mulan : *I'm Hua Mulan. Forgive me.*

Cricket : *He's a girl?*

*Commander Tung : you are an imposter. You've betrayed the regiment.
You've brought disgrace to the Hua family*

From the scene and the dialogue above, it can be seen that value of honesty is shown by Mulan, who is honest to commander Tung and other warriors that she is a woman.

b. Courage

The researcher found value of courage in scene and dialogue as follows: Mulan tried to tell Commander Tung and other warriors that the Emperor was in danger. Commander Tung wasn't trust Mulan anymore and instead asked for her sword from sergeant Qiang. Mulan told commander Tung that it is okay to kill her as long as commander Tung listen to Mulan's information first.



Figure 2. Mulan told commander Tung that the emperor was in danger. (performed at 01:16:59 – 01:17:26)

Hua Mulan : Commander Tung, we must ride to the emperor. His life is in danger.

Commander Tung : The emperor's life is never been safer.

Hua Mulan : That's what Bori Khan wants you to believe. Please, you have to listen to me.

Commander Tung : Sergeant, hand me my sword.

Hua Mulan : Kill me if you must. But first, listen. The garrison attacks were just a distraction.

From the scene and dialogue above, it can be seen that value of courage is shown by the main character Mulan, who is not afraid if commander Tung intends to kill her with the sword as long as he listen to Mulan first.

2. Values of Giving

a. Loyalty and dependability

The researcher found value of loyalty and dependability in scene and dialogue as follows:

Mulan was expelled by commander Tung after she revealed her identity. Xianniang walked over and told Mulan that she used to be ostracized by people, for having chi like Mulan now. Xianniang kept provoking Mulan to join her. However, it didn't affect Mulan.



Figure 3. Xianning provoking Mulan to join her but it did not effect to Mulan. (Performed at 01:16:04 – 01:16:27)

Xianniang : Join me. We will take our place together.

Hua Mulan : I know my place. And it is my duty to fight for the kingdom and protect the emperor.

From the scene and dialogue above, it can be seen that value of loyalty and dependability is shown by the main character Mulan, who remains loyal to the empire.

b. Unselfishness and sensitivity

The researcher found the value of Unselfishness and sensitivity in scene as follows:

Mulan was informed by her parents that the matchmaker had found a partner for Mulan.

Mulan looking sad and disappointed, but tried to accept her parent's advice, which was to bring honor through marriage.



Figure 4. Mulan unselfishness by tried to accept her parent's advice.
(Performed at 00:14:07 - 00:14:53)

Hua Li (Mulan's mother) : we have excellent news. The matchmaker has found you an auspicious match.

Hua Zhou (Mulan's father) : Yes Mulan, it is decided. Come and sit down. It is what is the best for our family.

Hua Mulan : Yes, it is best. I will bring honor to us all.

From the scene and dialogue above, it can be seen that the value Unselfishness and sensitivity shown by the main character Mulan, who is not selfish by trying to accept an arranged marriage by her parents.

c. Kindness and friendliness

The researcher found value of kindness and friendliness in scene and dialogue as follows:

Mulan's fellow warriors talked about what might happen if they started fighting with the Rouran army. However, Mulan gave confidence that they would survive, because Mulan could be relied on and became war friends who protect each other.



Figure 5. Mulan gave confidence to her friends and said that will protect her friends. (Performed at 00:56:30 - 00:56:49)

Ling : who knows who will live past tomorrow? We may never see each other again.

Hua Mulan : Listen to me, all of you. We will live. I guarantee it. Because I will protect you, we'll be protect each other. We fight for each other.

From the scene and dialogue above, the value of kindness and friendliness is shown by the main character Mulan, who empathize and cares for other warriors.

CONCLUSION

Based on the results and discussion of Mulan 2020 movie, the researcher concluded as follows:

Firstly, The researcher found 5 types of moral value conveyed by the main character in Mulan 2020 divided into two categories: value of being and value of giving (Linda and Eyre, 1993). The five moral values are Honesty, Courage, loyalty and dependability, unselfishness and sensitivity, kindness and friendliness.

Secondly, The most dominant moral value that is conveyed by the main character is Courage. The researcher found about four scenes and dialogues that conduct values of courage conveyed by the main character. The first scene is when Mulan was willing to die at the hands of commander Tung, where Commander Tung listened to information from Mulan first. The second scene where Mulan was recognized by Chen Honghui that she was the best warrior. Mulan dared to take all risks by risking to reveal her identity. The third scene when Mulan was recognized by Xianniang that Mulan was a woman warrior who was able to lead other man warrior. The fourth scene is when Mulan tried to fight Bori Khan while saving the Emperor.

Movies are currently one of the literary works that people are most interested in since they are presented as moving visuals, which makes them entertaining and easy to understand.

In addition to being enjoyable, movies may educate and instill moral principles that are applicable to real life. It is intended that by providing the audience with this knowledge and moral principles, they will learn how to use them in their daily lives to improve their lot in life.

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FEMINISM IN *GOD IS A WOMAN* MV: A MULTIMODAL CRITICAL DISCOURSE ANALYSIS

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Abstract: Music as one of the largest media is used to influence audiences, which in this case is woman portrayal or feminism. Ariana Grande released a woman empowerment song and its music video entitled that portrays feminism. The goal of this study is to examine the portrayal of feminism in Ariana Grande's *God Is a Woman* MV. The data in this qualitative research is analyzed using Multimodal Critical Discourse Analysis (MCDA). The findings revealed that the *God is a Woman* MV symbolizes post-modern feminism ideology, as shown by Ariana as the primary character who has the freedom to express herself, full authority over her body, and the power or strength to confront patriarchy. Furthermore, the music video depicts radical feminism ideology by depicting woman superiority over man. Ariana impact audiences by messages given, which are a post-modern feminist concept and radical feminism ideology, through using music videos as a platform to influence audiences.

Keywords: *Feminism, Post-modern, Radical, Multimodal, Critical Discourse Analysis*

INTRODUCTION

Discourse is a sequence of sentences that are interconnected with each other and relate one proposition to another in the unity of the semantic meaning between the parts within a language context (Mandarani et al., 2018, p. 1). In the human sciences, three research paradigms emerge and compete with one another: positivist discourse analysis, interpretivism discourse analysis, and critical discourse analysis. In Critical Discourse Analysis (CDA), discourse is not considered just as the study of words. Language features with context are also included in the examined language. The context indicates that the language is employed for certain goals and behaviors. Critical discourse analysis is primarily interested in and motivated by the endeavor to understand pressing social issues (Dijk, 2017, p. 252). In addition, according to Fairclough (2013) the role of CDA is to identify discourse which reconstruct social life through analysis the specific part of linguistic such as semiotic and features of text. Therefore, critical discourse analysis not only focuses on the linguistic structure of discourse, but also connects it to the context and looks at it historically by incorporating aspects of social cognition and ideology, so that the analysis is not limited to the placement of language in a closed manner but looks at the context of how ideology plays a role in shaping a discourse.

As discourse can also cover other studies such as communication, information, politics, and literature (Putri et al., 2017), the discourse employed for this study is in the form of music video, a part of literature. A music video from Ariana Grande entitled *God is A*

Woman has been chosen to be analyzed. In the analysis, the researcher combined critical discourse analysis by also taking into account the multimodal aspects in the music video.

Multimodality is a study of discourse that analyze a language phenomena which combined with other several resources as a communication and representation of visual semiotic (Kress & Leeuwen, 2006). They are facial expression, gesture, posture, and etc. Multimodal Critical Discourse Analysis (MCDA) was developed from Discourse and Critical Discourse Analysis. While discourse and CDA focus on the relationship between patterns of the verbal language or a single source of meaning and its context, MCDA takes into account verbal language with a combination of multiple modes of communication such as pictures and colors simultaneously (Subhaborwornrat & Punksirikul, 2022). This multimodality helps people to define more meaning of a written text.

Music, as one of the largest media, has a predominant role in contemporary society. Leeuwen (2006) stated that “in fact, music fuses ideological meaning and emotion, and it is precisely therein that its power lies” (p. 325). Song is considered as a powerful tool for transmitting ideas, not only because it reaches a wide variety of audience, it also makes use of different modes of communication (i.e. linguistic and visual), since most songs not only composed by its lyrics, but also makes use of visual element through its music video (Escalera López, 2017, p. 1). It has a significant impact on how social and cultural norms relating to woman and to gender, which heavily influenced by existing social and cultural norms at the same time. Dauphinis as cited in Destiny (2019) argued that in practically all musical genres, there are a lot of music videos featuring scantily dressed women standing in line for no other reason than to provide eye candy or to gratify a male (p. 61). That is, in today's culture, entertainment media such as music videos, music, and television objectify women, with a significant emphasis on the image of women as sex objects (Harper & Tiggemann, 2008, p. 58). This then lead to many issues like stereotyping and sexism, freedom of expression and gender equality.

According to *Oxford Learner's Dictionary*, feminism is “the belief and aim that women should have the same rights and opportunities as men; the struggle to achieve this aim” and feminist is “having or based on the belief that women should have the same rights and opportunities as men.” In other words, feminism is the movement and feminist is the people. Feminism is the recognition of gender injustices led by gender stereotyping that affect woman in the household or in society. This movement has always been an intriguing issue to discuss and has never been completed fighting for. Feminism did not emerge from a single idea or concept based on a single theoretical formula. As a result, there is no abstraction of a specific idea of feminism's application for all women across the eras. According to Paramitha (2022), feminism is a word that does not have a precise meaning that can be formed as a definition since each feminist movement has its own goals that it wishes to fight for. In line with Paramitha, Susanto (2018) added that feminists have varied ideas on how to define feminism since feminism does not draw its conceptual and theoretical foundation from a single theory formulation, hence the meaning of feminism always evolves according to reality, feminists' socio-cultural background, degree of consciousness, perspective, and behaviors.

There are at least four primary school of feminism that have emerged according to Jaggar as cited in Hardhan (2022), which are (1) liberal feminism, (2) radical feminism, (3) marxist feminism, (4) socialist feminism (p. 3). There are also waves of feminism that are

divided into three waves (Tong, 2018), which are: (1) first wave of feminism, to provide possibilities for women; (2) second wave of feminism, where sexuality and reproductive rights were important problems; (3) third wave of feminism, a post-modern thought about universal femininity. The attempt to fight for independence and equality of status and social roles between men and women, so that gender discrimination does not occur in society, is the point of all the feminism schools and waves.

A number of researches regarding multimodal critical discourse analysis in music video have been conducted. A research entitled *Roaring Women: A Multimodal Critical Discourse Analysis of the Conceptual Metaphor of Women As an Animal in Songs by Lopez* (2017) is carried out by taking the ideas of Fairclough and Van Dijk on CDA and Kress & Leeuwen on multimodality. The researcher used *Roar* by Katy Perry and *Animals* by Maroon 5. The result shows that *Animals* portrays an image of an objectified woman, contributing to the perpetuation of the patriarchal ideology; while *Roar* portrays an empowered and self-sufficient woman, contributing to the creation of a new image that breaks with that ideology. A more research entitled *A Multimodal Discourse Analysis of Female K-Pop Music Videos by Brady* (2015) used Kress and Leeuwen's framework for the grammar of visual design and to investigate whether the two sets of videos serve to satisfy a male viewer or not. The analysis showed that the two sets of videos differed, that SNSD videos did serve to satisfy a male viewer whilst the 2NE1 did not. SNSD videos empowered a male viewer through representing the girls as infantilized and through positioning the male viewer as if he were the male on screen, while 2NE1 videos did not satisfy or empower the male viewer but instead avoided or challenged the viewer through the use of oblique angles, particular types of clothing, and the actions. Another research entitled *Gender Identity: A Multimodal Critical Discourse Analysis of Bongo Flava-Song Video Niambie by Saimon* (2019) used multimodal critical discourse analysis to examine if the song involves co-constructed or deconstruction of gender identity. The results show that gender identity in the song videos is co-constructed in the sense that male gender is dominant over female gender alluding from patriarchal ideology through which men are supposed to dominate woman in all life aspects. The similarities between the three previous researches mentioned above are the theories and method used. However, the difference can be seen from the object used. The previous researches used object that represents woman as the inferior one, while this current research used object that views woman as the superior one.

Singer and musician Ariana Grande released a music video for her single *God is A Woman* in 2018. Women are depicted as more strong and powerful than males in the video clip. *God is A Woman* is a feminism-themed song that is expected to become an anthem for women's empowerment. It pictures women to be the center of the world. The pictured woman shows desire to be taken seriously and may play roles in numerous elements of life such as social life, power dynamics, and sexual issues. This is a fascinating subject to be investigated because males govern many elements of life in society. These factors motivated the researcher to conduct a research regarding multimodal critical discourse analysis about feminism that is preserved in Ariana Grande's *God is A Woman* music video.

RESEARCH METHODOLOGY

The qualitative method and Multimodal Critical Discourse Analysis were employed in this study. The primary source of data for this study is Ariana Grande's *God Is A Woman*

music video. This study's secondary data consists of supporting studies such as articles, theses, dissertations, and books. The data from this study were evaluated using Critical Discourse Analysis from Fairclough and Van Dijk to examine the context and feminist components, as well as Multimodality from Kress and Leeuwen to examine the visual semiotic in the music video. Facial expression, gesture, color, and bodily movement are examples of multimodality in this study. The researcher used Multimodal Critical Discourse Analysis (MCDA) to examine each multimodality exhibited in the music video as well as the meanings behind those multimodalities.

RESULT AND DISCUSSION

In this section, the results of analyzing God is A Woman music by using Multimodal Critical Discourse Analysis (MCDA) will be discussed. In the music video, Ariana Grande represents woman as a God. There are a lot of interesting scenes in the music video since it's packed with a unique visual, pop culture, and historical references. There are a lot of different scenes in the music video, but here are the most special ones:

1. The Center of the Universe



Image 1. God is A Woman MV [0:01-0:14]

The multimodality of this scene's set is prominent with purple, a tinge of blue, red, gold, and sparkling, implying it's in outer space or a galaxy. Ariana is clothed in a pink garment that depicts femininity, and her gesture is standing still. Ariana's body movement at this point of the video is swaying back and forth, as if she's hula hooping the galaxy. It can be implied that Ariana, who represents women, is a God who stands on top of the world while the cosmos rotates around her. This scenario shows female strength by implying that feminine energy is at the core of everything and that she is capable of ruling the world and effecting positive change.

2. The Thinker



Image 2. God is A Woman MV [0:43-0:55]

In this scenario, the imagery is in monochrome. As shown in the image, all of the characters are on top of the book, which explains the monochromatic hue that depicts the color of the interior of the book. Ariana Grande sits on top of a stone on a giant book with a group of men smaller than her, representing female superiority. Men were calling her "bitch," "fake," "annoying," "stupid," "hoe," and other derogatory terms. Men use these slut shaming terms to characterize women as less clever and inferior beings. However, Ariana Grande's motion appears to be a copy of Auguste Rodin's classic monument *The Thinker*. Ariana replicated the statue, which was originally a naked guy, in her music video. She maintained her Thinker-like gesture while being hounded by males owing to a preconceived depiction of women as inferior. In actuality, *The Thinker* monument was created to represent philosophy due to its profound thinking and contemplation attitude. This demonstrates that woman's superiority is how she acts wisely by pondering things beforehand. A saying that properly describes this picture is 'empty drum makes a loud sound' or 'shallow water has ripples'.

3. The Ruler



Image 3. God is A Woman MV [1:16-1:20]

Ariana is dressed in a black gown that depicts mystery, strength, and elegance in this scenario. The purple and blue color in the backdrop represents outer space, and she is once again demonstrating how, as God, she is putting herself on top of the world to imply she is at the highest spot. She is depicted seated on top of the globe, implying that the globe is the

throne and she is the bearer of the throne. Ariana moves her finger in the song video, which causes the cloud she touched to move as well. It is possible to infer that woman, as God, has control over the weather and all other aspects of the world.

4. Mother Nature



Image 4. *God is A Woman* MV [1:59-2:06]

The hue of this image is mixed with cream and brownish color to represent the past, when colors were not yet discovered, or even life. Ariana is shown developing flowers within her tummy to symbolise nature. Ariana's gesture of touching her pregnant tummy demonstrates her maternal nature. In this moment, she imagines herself as Mother Nature, a well-known personification. Mother Nature, according to *Merriam-Webster Dictionary*, is "nature personified as a woman regarded as the source and guiding force of creation." It emphasizes nature's life-giving and nurturing elements by embodying them in the form of the mother.

5. The Creation of Eve



Image 5. *God is A Woman* MV [3:42-3:50]

This is the final scene in Ariana Grande's *God Is A Woman* music video. It concludes with paying homage to *Creazione di Adamo/The Creation of Adam*, a biblical portrayal of God creating Adam. Michaelangelo Buonarroti's original work may be seen on the dome of the Vatican's Sistene Chapel. However, in this video, Ariana reinvents the famous picture by portraying herself as God. The clothing of the God and other ladies besides her, who may be angels, are dominated by pink, which indicates femininity. Instead of giving birth to Adam, the

first male on Earth, she gives birth to Eve, the first woman. Ariana's move in this scenario is to extend out her hand to Eve, who is likewise reaching out her hand. This gesture depicts how God bestows the gift of intellect to Eve in order for her to attain her full potential and bring everything that her mind develops into creation.

DISCUSSION

The researcher discovered feminist representation depicted by Ariana Grande as the primary character of this music video that symbolizes woman as the God in *God is A Woman* MV. At first glance, the work appeared to be only music with a film to entertain the audience, but it is actually laden with a lot of powerful messages. The lady in this music video is portrayed as a woman who can express herself, challenge patriarchy, have full authority over her body, and have power. Ariana portrayed herself as the center of the world, and she was not afraid to confront a guy who looked down on her. These statements are consistent with post-modern feminism or the third wave of feminism. Aside from that. On top of that, Ariana also defined woman supremacy over man and woman's position in society, which is consistent with radical feminism's view of man as a problem that must be avoided or attacked.

CONCLUSION

Based on the study done in *God is a Woman* MV by Ariana Grande utilizing Multimodal Critical Discourse Analysis, it can be determined that there is a lot of feminism representation since the song is about woman empowerment. The way the woman freely expresses herself, has full command over her body, and has power is a depiction of post-modern feminism. In the song video, the dominance of woman over man represents radical feminism. This music video, like the role of media, has the objective of influencing audiences through messages transmitted, which are a post-modern feminist concept and radical feminism ideology.

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LIBERAL FEMINISM REFLECTED IN KATY PERRY'S *PART OF ME* MUSIC VIDEO: A Multimodal Critical Discourse Analysis.

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Abstract: This research aims to find and elaborate the visual grammar found in Katy Perry's Part of Me Music Video and which scenes from the video contain Liberal Feminism values. This research employed descriptive qualitative method. The data of this research are visual images from a music video. The data were obtained from several scenes of Katy Perry's Music Video titled *Part of Me* that were being captured by the researcher. The researcher used theory of visual grammar by Kress and Leeuwen and Fairclough's theory regarding critical discourse analysis. The result of this research showed that there were 5 scenes that have liberal feminism values from a 4 minutes long music video.

Keywords: *liberal feminism, gender equality, discourse analysis, music video*

INTRODUCTION

As a human being, we surely need to interact with other human beings for human is considered as social beings. The way we interact with each other is called communicating. According to Rogers (1998 cited in Darsanti 2012,p.10), communication is defined as "the process by which an idea is transferred from the source to one or more receiver, with intent to change their behavior". Modes exist to help conveying the message or information in communicating. The modes can be in a form of words/text, images, color, body languages, etc. In the 1990s, "multimodality" became a widely studied term in the field of semiotics and linguistics in the West. According to Bi (2019) Scholars have come to realize that although language still plays an irreplaceable role in the process of meaning construction, however, in the field of discourse, it is only one of the symbolic systems. It is important to mix both the unimodal study of language in discourse linguistics with other fields such as vision and hearing. Kress and Van Leeuwen (2006) proposed a Social Functional Linguistics about visual grammar. Kress and Van Leeuwen (2006) stated that a word, a block of written text, an image and a number of an equation are visual element. It means that the visual element is not only an image, but also everything that people look. Kress and Van Leeuwen developed Halliday's Systemic Functional Linguistics. If Halliday focused more on the verbal text and linguistic modes, Kress and Van Leeuwen applied the theory of SFL which focuses on how visual modes contribute in the meaning-making process such as visual images. They utilize different terms of metafunctions: representation instead of ideational, interactive instead interpersonal, compositional instead textual. The visual grammar theory proposed by Kress and Van Leeuwen will be employed in this study for the research will analyze modes or visual images in a music video.

The critical analysis is based on the three-dimensional conception proposed by Fairclough (1994), which states that a truly critical analysis starts with the micro linguistic elements, considers the distribution of texts and their consumption and encompasses the

social practices, which include the ideological and hegemonic aspects of the texts. Ideology, according to Fairclough (1994), represents constructs of reality present in various layers, dimensions and forms in discursive practices. Since this study will analyze elements within a music video, this study will employ Fairclough's Critical Discourse Analysis theory.

Gender refers to the social process of dividing people, social practices, and *sexed identities*. There are two main genders that are commonly used in the society, namely woman and man. Ever since the term gender was invented, the society divided the role each gender has to play to create a dynamic within life. For instance, according to the society, men have to be the ones who make money while women stay at home and handling the house business as such house course, cooking, teaching their children, and so on. However, the roles that men and women got to play in the society have changed over the years. A lot of women want to work and earn money on their own. Women used to be afraid and punished for voicing their thoughts out loud especially in the earlier centuries until 17th century. Several feminism movements had emerged between 17th and 18th centuries and one of them is liberal feminism movement. According to Cottais (2020) this was a period of great social change in Western countries: the French and American revolutions, the transition from a feudal society to an industrial society, from a monarchical State to a democratic State based on the rule of law, the development of capitalism, etc. Major social movements appeared, such as labor, abolitionist, and feminist movements.

Liberal feminism is a movement that suggests every human being be it a man or a woman to own the same freedom and to be treated equally. It defends the equal rationality of the sexes and emphasizes the importance of structuring social, familial, and sexual roles in ways that promote women's autonomous self-fulfillment. Tong quotes Wendell opinion in *A (Qualified) Defende of Liberal Feminism* saying "the general purpose of liberal feminism is to create society which is equitable and careful of the freedom for the self-development so that women and men can improve themselves." Tong (2009) also added a definition of liberal feminism as "equality of opportunity, which would undoubtedly require and lead to both." Liberal feminism is a feminism of equal rights, i.e., egalitarian feminism; that is, it demands political equality - women's right to vote and stand for election, access to the labor market - but also equal rights when it comes to marriage, education or work (equal pay). In short, liberal feminists rededicate their right to play an active role in society and to be treated in the same way as their male counterparts.

There are several studies which were conducted by different researchers regarding multimodes. The first one is a study conducted by Narindrani (2020). This study focused on metafunction in multimodes found in the movie *the Hunger Games; Mockingjay part 2*. In representation of metafunction, she found two modes: color and background. *The Hunger Games: Mockingjay Part 2* movie mostly using grey, black, white, brown, and gold color during the film. It indicates power, mystery, strength, fear, coldness, dullness, reliability, prestige, wealth, and luxuriousness. While the most background used in *The Hunger Games: Mockingjay Part 2* is using the actual place. Most scenes are shoot in the real and actual place to build up an actual ambiance and atmosphere of the chaos in the film. In line with the previous researches, the purpose of this research is to find and analyze liberal feminism value as well as multi-modes used in Katy Perry's *Part of Me* Music Video.

The second study is conducted by Widayanti (2016) titled *A Case Study of Multimodal Analysis: The Representation of a Female Model in the 'Insight' Rubric of Male*

Magazine 147th Edition. This study aims at discovering the image of Indonesian women presented in the men's magazine visually and verbally. The researcher used descriptive qualitative method, and applied multimodality based on Halliday's (1994) Systemic Functional Linguistics to analyze the visual and verbal modes in the data. In the visual stage, the data are analyzed by Kress and van Leeuwen's (2006) visual grammar, Wilfred's (1962) meaning of colors, and Barnard's (2007) theory of fashion and physical appearance. The similarity from this previous study with the current one is both studies employed a theory by Kress and Van Leeuwen regarding visual grammar. While the previous study analyzed a magazine, the current study will analyze a music video by Katy Perry.

RESEARCH METHODOLOGY

This study was carried out using a qualitative research approach by the researcher. According to Baxter and Jack (2008), a qualitative case study allows the researchers to analyze complex phenomena within their contexts. The descriptive approach aims to describe the phenomenon and its characteristics. As stated by Gall & Borg (2007) this approach more likely to concern what is happening rather than who or why it is happening. According to Dornyei, 2007 (as cited in Nurbawati, 2019) qualitative approach deals with various data sources including using recorded sounds, texts, and images as the data source. Therefore, this study used several scenes that used for analyzing multimodality. The data are taken from Katy Perry's *Part of Me* Music Video. The analysis would be focused on visual (images, movement) and spoken aspects that make an appearance in the music video.

The writer collected the data by screenshotting all scenes found in the music video. Then, it selected specifically and analyzed based on the modes that might appear in the scenes. The researcher won't be using all the scenes from the music video since not every scene has the data which researcher needs. Hence the researcher only chose several scenes that contained modes such as color, body movement, images and text that point out liberal feminism value in the music video. This study used Katy Perry's *Part of Me* Music Video as the data source which further being used to collect the data. This study analyzing the multimodal elements found in the music video.

RESULT AND DISCUSSION



Picture 1. Katy Perry's Part of Me MV

In this scenario, there's an announcement on a broad which says *"All women are created equal, then some become marines."* This shows that all women have the same opportunity regardless of background differences that woman has. We often find some cases regarding discriminations against some women from particular ethnicity or background, therefore this sentence is trying to spread a message that every woman could stand a chance to participate in the navy. As liberal feminism values the equality of every gender, the advertisement does not have any provocative point that could possibly try to impose the opposite gender. The advertisement is solely made to encourage women that want to enter marines. The font's colors in the advertisement are black and red, match with the marines' badge. The color red symbolizes power which indicates that women have the same power as men to join a not very friend occupation, in this case, as marines. The black font symbolizes grief and depression. In this music video, Katy Perry was once shown as an ordinary girl before she caught his boyfriend cheating with his co-worker. She then experienced a very deep grief until she stumbled upon this announcement. Therefore, the color black and red show that after being sad after her ex-boyfriend cheating on her, Katy was able to gain some power to feel make herself feel better and made some changes by joining the marines.



Picture 2. Katy Perry's Part of Me MV

In this scenario, it shows that Katy sat while holding a letter and was wearing her army uniform including weapons. She was surrounded by her colleagues in the same uniform; behind her was a large vehicle that is very commonly found in the military named Tank. It appeared that she cut her hair short when she joined the Marines. In this particular scene, it could be seen that Katy's colleagues were both men and women. Liberal feminism ensures that every individual has to be treated equally no matter what their gender is. Liberal feminism does not try to bring the opposite gender down and make superiority out of women, instead, Liberal Feminism wants everyone to have the same right and freedom. This scene shows that every man and woman can participate in the marines as long as they commit to it. Our society often divides gender by physical appearances. It is not so odd if we hear people think that short hair is for men while women must have a long hair. In this scene, Katy's hair is short, indicating that women could also cut their hair as short as they wish. The background that this particular scene gives is somber. We could see the skies were pretty dark and looked like it was going to rain soon. This vibe was given because Katy had a flashback of her broken relationship after she received a letter from her ex boyfriend.



Picture 3. Katy Perry's Part of Me MV

In this scenario, it shows that Katy and her colleagues were patrolling across some particular areas. Judging from the building in the back, these women were most likely walking around their station. Everyone in this scene is women. They were all wearing army uniforms and each person was also holding a gun. It's shown that each woman has different skin tones and physical appearance. This leads back to the first picture which says "*All women are created equal*" in the announcement. It points out one of Liberal Feminism values which believes in every individual's rights and freedom. Us, as a woman might be born from various backgrounds; however, we have the same chance to explore the world and be anything we want to be without feeling scared of being discriminate. The background in this picture is still somber. Showing a less happy side of the reality we live in; wars.



Picture 4. Katy Perry's Part of Me MV

In this picture, Katy was going through a military training. Her partner in this sparring was a man. Judging by the situation and color, the background place where this event has happened was in a pool. This training was done to prepare every marine in case they are attacked by enemies under water. Instead of pairing Katy with another woman, she got herself a male partner. This scene indicates that women are equal with men in a sense of power. In the picture, it's shown that Katy took a higher position by strangling her partner's neck from on top of him. The bubbles surround both of them point out that the man was struggling to oppose Katy's grip. Again, this shows that Katy was a strong as her sparring partner. Women are often seen as a weakling especially when compared to men. The majority of our society believes that men are much stronger than women especially in physical ability. However, this picture just shows the opposite of that belief by displaying that both men and women have the same power, in fact, some women could be much stronger than some men.



Picture 5. Katy Perry's Part of Me MV

In this picture, it shows that all of the military members were doing some kind of exercise by walking while holding a gun and carrying a backpack. The military often exercise by walking or running miles away and carrying heavy stuffs at the same time to train their strength and power. As what we could see from the picture above, the military team consists of both men and women. Again, this proves the point where both men and women have equal strength and power. We could see that Katy, as a woman, was walking while carrying a gun which is not a light thing to be carried, as well as a backpack. The background place of this picture shows a very barren and dry location, making the hardship looked more real. The color of the majority scenes from this music video is a classic old pop filter, including this one.

CONCLUSION

Discrimination against women is very commonly found in our society. It is not a secret that women are seen weak, sensitive, and illogical. There have been many feminism movements against discrimination against women which resulted in several feminism ideologies including liberal feminism. Liberal feminism is a movement where people believe that every individual ought to be treated the same, equal. Some of the feminists often voice out their opinion regarding this matter by bringing down other genders, men mostly. However, that is not how liberal feminism works. Liberal feminism only wants the society to stop treating women like an object and start to treat them equally. This study also shows how visual images could add a lot in conveying a message.

The researcher hopes this study will help the readers on how modes contribute to the meaning-making of the audiovisual text. The researcher also suggest for other researchers to conduct a study on liberal feminism and multimodality.

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TEACHING MULTIMODAL LITERACY THROUGH INTEGRATED LEARNING OF ADVERTISEMENT TEXTS

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Abstract: Multimodality is a term that has been widely discussed by linguists and semioticians, even education and technology experts in recent years. Then, the selection of multimodal literacy is quite reasonable as an effort to develop student competence. Regarding multimodal texts in comprehensive learning, reading, listening, writing, and speaking are the four modalities that make up multimodal texts and can be integrated into classroom learning. This study aims to analyze what types of multimodal texts are used in this study, how is the application of advertising texts is in integrated learning, and how the students improve their skills in analyzing advertisement texts after being taught using the multimodal texts. The method used in this study is descriptive qualitative through observation during teaching. The participants were the first-semester students in the "learning buddy" program, which totaled 11 people. The research findings showed four types of multimodal advertising text products and multimodal descriptive texts. The multimodal product that is applied includes listening and reading as input. Meanwhile, writing and speaking became the participant's output through the writing of ad text and act it out. The overall results show their progress in understanding and producing the multimodal texts in the class.

Keywords: *advertisement texts, multimodal texts, multimodal teaching.*

INTRODUCTION

Research conducted by Bao (2017) regarding the application of multimodal teaching in teaching reading involved two experimental classes which showed that learning in the experimental class using multimodal exposure became more effective. Also, the classroom atmosphere became more active, and the multimodal texts motivated students to build their confidence as well as their reading skills, especially reading English texts.

Yi et al. (2019) conducted in-depth research in methodological and theoretical terms regarding the practice of teaching K-12 by English teachers who utilize multimodal texts. The research found that the multimodal teaching applied by teachers in K-12 education has a variety of media. There is physical media in the form of posters, pictures, and also reading text in the form of narrative stories, graphic novels, and others. Digital media is also used at various stages of teaching, such as powerpoint when giving material, and kahoot for student enrichment sessions.

Mudra (2020) examined the benefits and barriers of multimodal literacy in online teaching for young learners who take teachers and students as participants for

interviews. The benefits that became the result of the research were obtained by students, such as developments in reading, writing, listening and speaking abilities. Collaborative interactions in teaching have also increased, both between teachers and students and between students. However, behind these benefits, a weak signal becomes an external inhibiting factor for teaching. Meanwhile, what is crucial is the difficulty of students in converting and interpreting multimodal material content into simple informational forms.

Then, research by Fajriah et al. (2021) which examined the ability of teachers to apply multimodal teaching of verbal-visual relations, showed that the teachers who were included in the purposive sampling participants only knew about multimodal texts. Meanwhile, their ability to apply them is still not qualified, so that innovation and competitive abilities of teachers must be increased in the current era.

Based on our review of the previous studies, we can conclude that research that utilizes multimodal text in the form of advertising texts which not only provide visual examples of advertisements, but also explore the content of the advertising material itself is non-existent. The existing gap motivates the researchers to carry out research utilizing multimodal texts in the form of advertisement to develop students' integrated skills.

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advertisements, but also explore the content of the advertising material itself is non-existent. The existing gap motivates the researchers to carry out research utilizing multimodal texts in the form of advertisement to develop students' integrated skills.

RESEARCH METHODOLOGY

This study used qualitative descriptive research method aimed to create an objective picture or description of a situation using numbers, starting from data collection, interpretation of the data as well as the appearance and results (Arikunto, 2006). This research was conducted using a qualitative method through observation in the classroom. The research was applied to see the teaching phenomena, the activities in multimodal text teaching which were carried out systematically. This study also collected factual data on the student's skill as the results of the application of the multimodal texts. Meanwhile, this observational research did not manipulate or intervene in research subjects, instead made observations on research subjects through an ongoing learning process.

Participants consisted of 11 students as data sources, where they were semester 1 students in the English Literature study program who were joined in an additional tutoring program under the auspices of SAC (Self Access learning) lecturers and guided by affiliated study program student associations. The program was held to provide basic English guidance to English Literature undergraduate students who feel they were unable to understand lecture material. Then, data collection was done through observation which is also a research instrument. Observations were made on the responses and interactions of student learning when teaching took place, both from students with teachers or students with other students. Meanwhile, the data analysis was carried out by mapping the the advertisement created as multimodal texts, the stages of systematic learning activities, and students' responses and improvement after the teaching learning process.

RESULT AND DISCUSSION

Advertisements as Multimodal Texts

In this research, the researchers focused on making ads text in several aspects, namely the type of ads, the text elements in the ads poster, and also the descriptive text of the ads.



Image 1. Event Advertisement

Event advertisements are advertisements that aim to attract the attention of certain audiences through information or notifications. The above-mentioned multimodal product advertisement that the researchers have created information on an eating contest event from a food brand which is accompanied by promotions and prizes. Many advertising elements are also listed, including product names, address information, time, and also persuasive invitations. This type of advertisement usually informs events, such as reunions, public events from a brand, and announcements of obituary events. Eriyanto (2001, p. 225) sees how the text is further connected with the social structure and knowledge that develops in society for a discourse. It means that a poster or text advertisement like what is displayed above is formed from the social structure and knowledge that develops in society for a discourse, just like event advertisements that are formed from the community around the brand being present in the brand's event (Widyastuti, 2021).

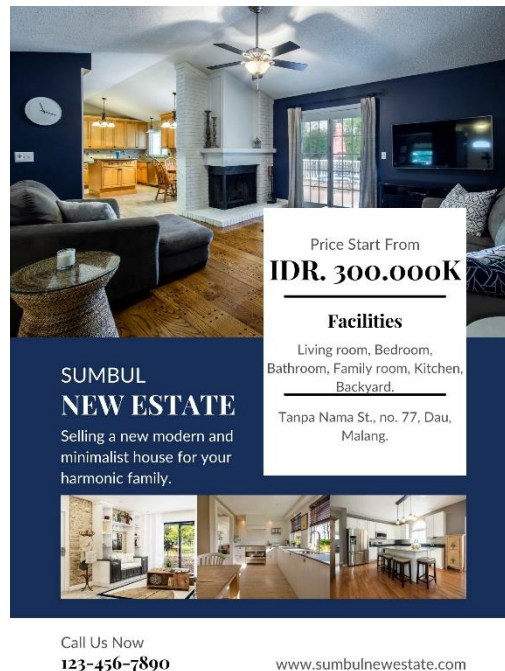
The advertisement is a vertical rectangular graphic with a dark blue background. At the top, there is a large photograph of a modern living room with a fireplace, a television, and a large window. Below the photo, the text 'SUMBUL NEW ESTATE' is written in white, bold, uppercase letters. Underneath, a smaller line of text reads 'Selling a new modern and minimalist house for your harmonic family.' To the right of this text, there is a white box containing the price 'IDR. 300.000K' and a list of facilities: 'Living room, Bedroom, Bathroom, Family room, Kitchen, Backyard.' Below the facilities list, the address 'Tanpa Nama St., no. 77, Dau, Malang.' is provided. At the bottom of the advertisement, there are three smaller photographs showing different parts of the house: a dining area, a kitchen, and a bedroom. At the very bottom, contact information is listed: 'Call Us Now 123-456-7890' and the website 'www.sumbulnewestate.com'.

Image 2. Product Advertisement

As the name suggests, product advertising is a message conveyed to influence people to buy and use a product offered. With product advertisements, brand product owners can promote the properties they sell. Through advertising, manufacturers try to reach an audience and highlight the response of a product and how it appeals to customers. Information in product advertisements in the form of property above conveys messages to the target market regarding property or house offers to them with various furniture and also discounted prices. In addition, many multimodal elements are included, such as spatial, linguistic, visual, and other types. The information generated by advertisements such as product promotion above is formed due to the power of consumers in the product market, and the nature of that strength will be very different from the nature of the advertised product (Nelson, 1974).



Image 3. Application Advertisement

Application advertisements are usually in the form of announcements informing the public that a job position is available or the opening of registration for certain members. Generally, information like this is written in an interesting diction and not only about the availability of quotas, but also explains the institution and the benefits that potential applicants will get. There are many elements like job seekers, students, researchers, career advisers, and curriculum developers are now looking to online job advertisement data as a practical resource for exploring the dynamic nature of today's labor market (Carnevale; Jayasundera; Repnikov, 2014). Besides, they also state that online job advertisement data are very promising, especially when combined with other education and labor market data.



Image 4. Service Advertisement

Service advertising is a campaign activity for a product or service which is always marked by the provision of incentives or rewards to stimulate the market to take immediate buying action right away. This way of marketing tries to create a perceived demand or need for something by potential customers. Service advertisements usually provide information about costs for routine services, availability, and specific talents or skills that are targeted by consumers (Hite & Bellizzi, 1986). Therefore, the completeness of the text listed must be accurate and accompanied by discounted costs which are generally displayed to attract consumers who need it.

Advertisement Text: Example

If you are confused about how to understand lessons at school better, then come to Purnama Tutor. The experienced tutors who can guide you will teach you until you fully understand your lesson.

There is a 30 percent discount bonus for the first ten customers too!

What are you waiting for!? Join now!

Image 5. Descriptive Text of Advertisement



The description in the ads text contains certain information that explains what is advertised or information about the company that has published the ad, aims to inform readers or viewers about the advertised product. Advertising, like mass communication media in general, has a direct communication function, while a product design has an indirect communication function (Piliang, 2004). With the description of the advertisement which is an indirect communication, consumers as readers can clearly understand the meaning of the advertisement poster which is displayed in the form of descriptive text.

In short, the multimodal texts used for the teaching-learning activity consists of four types of ads and the descriptive text of the ads.

Multimodal Application: Advertisements in the Classroom

The implementation of the advertisement to promote students' multimodal literacy is conducted in three main stages, that is, pre-activities, main activities and post activities.

Pre-Class Activities

During the first class meeting, it was confirmed that the students as participants had never received the text material that the teacher was going to teach. Thus the initial introduction to the material in the class is done by explaining on the basis of what advertising is like, especially advertising that is developed in the current era. With their digital literacy skills, The teacher took advantage of it by giving instructions to curate several examples of advertisements found on their respective social media as basic examples that they could understand. Then, the teacher gave them a short of time to ask what they don't understand. That way, they can learn fundamental knowledge about ad text as well as multimodal in visually, linguistics, audio, or gestures aspects from the examples they get. This unit contains useful information to support learning materials, especially language (Yulitasari, 2019).

Learning to read comprehension has a close relationship with the reading and texts used by students to answer questions from students. Reading comprehension is an active activity. Reading comprehension is not just understanding written symbols, but also understanding, accepting, rejecting, comparing, and believing the opinions in the reading. Reading comprehension is what will be nurtured and developed gradually in schools (Tampubolon, 1987).

In the next session, which is still within the scope of pre-class activities, the teacher provides a difference between the text found on fish posters and descriptive text in advertisements. These two things are conveyed in order to explain to them each of the intentions conveyed from the two types of text. As mentioned in Image 5, the descriptive text of the advertisement was created to give a clear picture of the product being advertised. Meanwhile, advertising text in the form of posters that include pictures, writing, gestures, empty space (Kress & Van Leeuwen, 2020) is a combination of modes which are understood as socially and culturally formed resources to communicate meaning to give an element of interest to consumers (Bezemer & Kress, 2008:171).

Main Activities

In the main session of this class meeting, after the students knew the basics of advertising material, I began to give examples of each type of advertising text. Examples of fish multimodal text posters are in the form of product advertisements, application

advertisements, service advertisements, and event advertisements. This main activity has a function to invite and encourage students to seek and find facts, knowledge, problems, and solutions (Syaodih 2007). In the search process, students practice developing skills in interacting, participating, and communicating. Thus it aims to continue their understanding of matters relating to advertisements and examples that researchers display. The following things such as what keywords are familiar with the ad, what type of ad they know when the poster is displayed, and what elements are included in each given multimodal advertising poster.

The detailed steps carried out in providing multimodal text in the form of advertising posters in this main activity are carried out systematically per type of example of advertising posters displayed. In each provision of material for this type of advertising, interaction is carried out by asking about the type of advertisement, the keywords associated with the advertisement, what products or services are advertised, and the completeness of the elements contained in the advertisement poster (Rossiter & Percy, 1987). The elements in question are the arrangement of words, pictures, movements, and colors.

Then, after understanding the multimodal advertising text, I provide descriptive advertising text to be understood by students as a support for conveying messages to consumers from all the elements of the advertisement contained in the posters and videos provided previously. The descriptive text of this ad is a generic structure of an ad that only contains visual and linguistic elements, where only writing (linguistics) can be seen to be read (visual). The enhancer constructs or modifies the meaning derived from the interaction between the core and the announcement. Enhancers also function to persuade and influence viewers to buy products (Yuen, 2004, 173).

The last session carried out in the core learning activities is enrichment. Enrichment is carried out by giving instructions to students to make examples of descriptive advertising text in groups and pronounce the text according to the intonation used in the advertising videos that they have learned in the previous session. Group assignments like this are heterogeneous in that each member of the group has different abilities, different genders, even different races and ethnicities. The goal is to train students to be able to accept the differences that exist in the group, so that cooperation within the group can run in a conducive manner (Nurdyansyah & Fahyuni, 2016). Afandi and Irawan (2013) also stated that cooperative learning is applied to motivate students so that students dare to ask questions, express opinions, and respect the opinions of their friends.

Post Class Activities

At the end of the class learning activities in post-activity, I gave some feedback from written and spoken texts. This feedback is carried out by returning students' work results which are given verbally in correcting their writing related to multimodal descriptive texts. The same goes for the results of their spoken exercise, by providing some correct wording and intonation corrections to review their pronunciation according to the examples that have been analyzed. This is expected to provide motivation to students towards improving and increasing student learning achievement (Windarsih 2017). Feedback will be useful if the teacher and students review the answers to the test questions, whether they were answered correctly or incorrectly and students are given the opportunity to correct wrong answers. The benefits of feedback for teachers can be used in making decisions, whether the subjects that have been implemented need to be improved or continued (Cooper, 1982, 8) and for students it will increase learning achievement consistently (Blocks, J.H., 1971: 36).

Students' Improvement in Multimodal Literacies

This part answers research question number three regarding the students' improvement in multimodal literacies. In the enrichment activity, the teacher gave instructions to students to make advertisement description text as their writing output from the input of reading advertising texts. By presenting the text that the teacher gave, there were many stimuli that were channeled to students which could be understood through the question-and-answer interactions as proof. This question and answer activity can train students to express opinions in discussions so as to create enjoyable learning conditions (Djamarah & Zain, 2010).

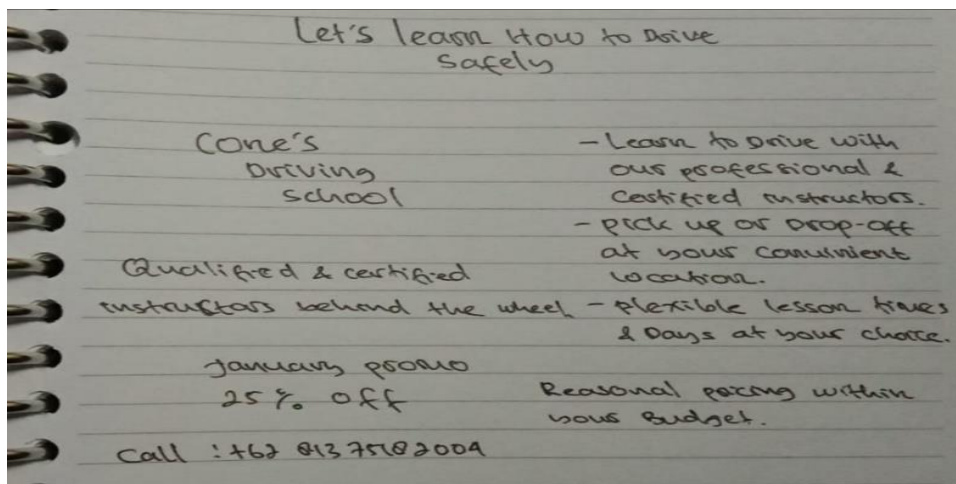


Image 6. Written advertisement text exercise from group 1

From image 6, there is an indication that students can write advertising text that visually resembles the example of the advertising text that the researchers provided in the main class activity. The ad text that the students made in the image above is an advertisement for driving course services. There is a product/institution name that provides the service, namely "Cone's Driving School". Then, there is a persuasive sentence at the beginning of the section inviting viewers to use the service. The branding offer from the institution is also listed below the initial sentence regarding the advantages and advantages that the institution has to apply to viewers, such as licenses, pick-up for courses, and also flexible time. Other aspects, such as, contacts and promos can be found at the end of the text. However, the absence of address information is a shortcoming in the text produced by this group of students. Thus, it can be concluded that this group of students has developed their output in understanding the advertising text and also some of its elements.

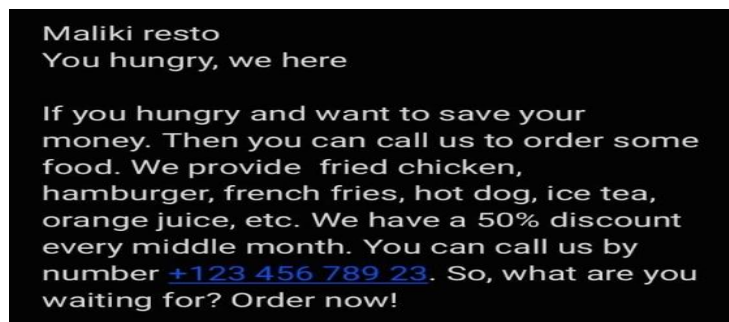


Image 7. Written advertisement text exercise from group 2

Students from group 2 write advertisement text descriptively through one of their members' gadgets which the researchers allow to do. The ad text they made indicated that it was a product advertisement, namely food from a restaurant called "Maliki Resto". Just like the ad text produced by group 1, this group 2 does not appear to include a description of the restaurant's address. From the questions I asked regarding the absence of the address, they answered that they did not include it because the name "Maliki" of the restaurant is a restaurant located in the campus area. So, the target market made in this advertisement is the surrounding community who already know the location of the campus. On the other hand, this descriptive ad text displays quite a lot of clear information in the form of persuasive sentences, slogans, restaurant contacts, promos, and also the various types of products provided. Thus, their understanding as outlined in writing descriptive text is quite good because they can write descriptive text sequentially and in sufficient detail.

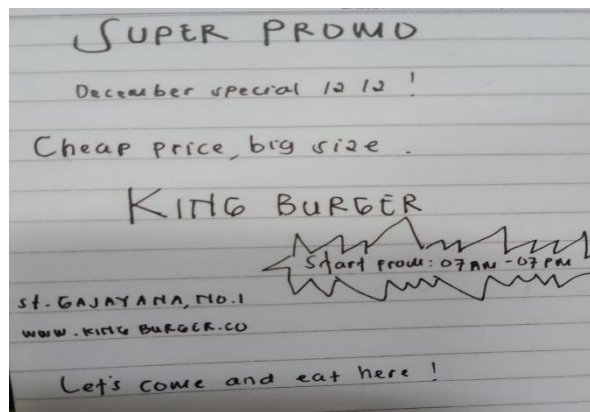


Image 8. Written advertisement text exercise from group 3

In the example above in Image 8, the advertisement text written by group 3 students is a promotion for a product called "King Burger", which is in the form of food. The completeness of the elements of the advertising text they wrote included promos, slogans, product addresses for sale, persuasive sentences, and also time information. It can be concluded that the elements of the text they wrote are complete, which are usually included in the text of the advertisement poster, not the descriptive text of the advertisement. The ad invites the target market to buy the brand's food, especially with the existence of a promo that will consciously increase consumer interest in consuming this product. In addition, the slogan they include is also a powerful tool that functions as a "hook" to help customers understand the meaning of a brand, including what it is about and what makes it special (Kusuma, 2020).

Technically, the learning process in applying multimodal texts in class all went smoothly. There are several innovations that I have made in the elaboration of material such as an understanding of the world of advertising which is slightly developing in the current era, as well as certain advertising contexts that they have encountered but have not understood. This should be conveyed because of technological developments that indirectly require audiences, including students, to increase their digital literacy.

In addition to the writing skills mentioned above, the development of their skills in the speaking aspect can be indicated from their practice when voicing the ad text they make with the

appropriate intonation. This is supported by the argument that by paying attention to voice intonation as one of the elements of direct communicative advertising, it can indirectly generate buying interest from target consumers (Nuryadi, Faisal, & budiman, 2018). Thus, students' speaking ability related to multimodal advertising text can be said to be directly proportional to their writing ability as two outputs which are indicators of successful learning in the classroom.

In providing multimodal text in learning, the students were very active in responding to the multimodal text that the researchers used, because they had never studied this advertising material before and could hone their writing skills. The students who stood out the most in responding often helped their friends in answering questions from the teacher regarding the multimodal text analysis of the advertisements that I provided and were also active in interacting with other students. On the other hand, students who are weak in responding to learning activities are two third semester students. From the observations that the researchers made during the learning process, the researchers saw that the weakness in responding was not because they did not understand, but because they felt inferior. In this teaching situation which consisted of 12 participants, only two of them came from their class, so they felt they could not stand out enough to respond to the many interactions in the learning process.

From the lesson plan that I made, in my opinion there are still some deficiencies. For multimodal material, visually related to the pictures, posters and brochures that I created, it was enough to make them understand. However, examples of implementing multimodal text descriptions related to advertisement material that I made into ad text or sentences have not been fully exposed. The limited duration of teaching makes me estimate that it is not enough to provide all the exposure to the text of advertisements from every example of the type of advertisement that I teach them.

Some of the factors that are lacking in this learning process are when the researchers provide examples of video advertisements that take a long time for them to provide feedback during the debriefing process to analyze it. They need to replay or rewind the given video. On other occasions, if any, the researchers wants to deepen the learning material for them in providing more complete examples of advertising sentence text according to each type of advertisement so that the stimulus they get is maximized.

CONCLUSION

Conclusion

All of the multimodal text advertising products that the researchers make have an impact on the development of the students' skills. Students do not only understand the text of advertisements, but also the types of advertisements and the ways in which the advertisements are delivered, they can also learn their own material in this learning activity. The transformation of their understanding experienced changes between the initial class meeting and the results of learning at the end of the class. Those who at first do not understand at all about descriptive text, especially about advertisements, finally understand and are able to express their understanding both orally and in writing. The early stages of learning provide clues and basic stimuli to them about advertising. The main learning activities provide detailed material as a whole and enrichment as their output. The post class activities provide feedback and repeat the material provided. The aspects of reading and listening that are carried out in the main learning activities become their input in understanding the material. Their abilities in the aspects of

writing and speaking that are developed in the enrichment activities are the two outputs resulting from the input earlier. If reviewed as a whole, multimodal texts related to advertising can be well understood by students with the achievement of appropriate indicators. The researchers hope that the evidence presented in this analysis may inspire teachers to improve their digital literacy skills and develop teaching media that suit the needs of their students.

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**A STUDY OF INTERACTION AND INTERACTIVE METADISOURSE ON
UKRAINE-RUSSIA CONFLICT NEWS ARTICLES**

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Abstract: Metadiscourse plays an important role in news article writing as it allows writers to express their feelings and ideas using language. The objective of this study is to investigate the usage of interactive and interactional metadiscourse markers in news articles about the conflict between Russia and Ukraine. The research design is descriptive and qualitative, based on the theory of interactive and interactional metadiscourse markers by Hyland (2005). Five news articles were selected from The New York Times' English news article website, published between November 9-18, 2022. Data was collected using document research and analyzed through document analysis. Results showed that all types of interactive and interactional metadiscourse were present in the news articles, except for booster. The most frequently used interactional metadiscourse was self-mention, accounting for 65%, while the most frequently used interactive metadiscourse was transition, accounting for 84.7%. The implications of the above research suggest that the use of interactive and interactional metadiscourse in news articles can enhance reader engagement and understanding of the content.

Keywords: *metadiscourse, news articles, qualitative research*

INTRODUCTION

The mass media is an important tool for communicating with the public. According to Garnham (2020), the mass media provides information to the general public. People rely on the media to stay informed about events happening around them, and they can share information with others through the media. The mainstream media has the power to influence and shape people's lives, which can have a significant impact on the way individuals live. The media has various social roles and functions (McQuail, 2005). It can serve as a window to events, reflect life events and experiences of the world and society, provide a forum for discussion, and act as a filter and guide to present ideas and information to both the audience and the interlocutor.

Writers use metadiscourse components to provide readers with more than just information. These components can appear in both oral and written communication, and they help readers understand the text in various ways. Hyland (2005) describes metadiscourse as a term often used in discourse analysis and language instruction to conceptualize interaction between writers or speakers and their audiences. The concept of metadiscourse involves discussing an ongoing literary work or providing explicit literary commentary on it. This statement is used to provide information and indicate the presence of markers based on text (Ädel, 2006), which aligns with Hyland's theory that metadiscourse is a way of receiving a text (Hyland, 2005).

Metadiscourse is defined as "aspects of a text that explicitly refer to the organization of the author's stance toward either its reader or the content" (Hyland, 2005). Hyland divides metadiscourse into two major groups: interactive and interactional metadiscourse (Hyland, 2005). Interactive metadiscourse refers to rhetorical features that reflect the author's awareness of their reader or listener, their expectations, and interests. Meanwhile, interactional metadiscourse refers to rhetorical features that convey the author's alignment and judgments to their listener or reader (Hyland, 2005). Using interactive metadiscourse, the author or speaker can arrange argumentative material to produce persuasive writing. On the other hand, social participation in metadiscourse includes readers or listeners and displays the speaker's or writer's perspective regarding the subject with the proposed understanding of the language used, which is instructive. This study analyzes and examines the metadiscourse markers in five newspaper editorial articles using Hyland's metadiscourse markers as the main theory.

In this current study, the researchers have reviewed three previous studies related to the topic of metadiscourse and news articles to support their study. The first study was entitled "Study of Interactional Metadiscourse in a News Article on the Impact of Covid-19 on Education" (Aszeli et al., 2021). The study aimed to analyze interactional metadiscourse in a news article regarding the impact of Covid-19 on education using Hyland's (2005) theory. The results found that the most frequent kind found in the news article is the attitude marker, with 45.45% of the percentage. The second study, was entitled "Metadiscourse Markers in CNN Health News Article" (Aini et al., 2022). The study aimed to identify the functions and types of metadiscourse markers used in CNN health news articles using Hyland's (2005) theory. The results found that there are 11 functions and 2 types of metadiscourse markers in CNN health news articles. The third study was entitled "Analyzing Metadiscourse Markers in Two Online Newspapers' Editorials on Covid-19" (Koutchadé & Koutchadé, 2021). The study aimed to identify metadiscourse markers in the chosen online articles. The results found that interactional and interactive metadiscourse occurs in the two texts, except for code glosses and self-mentions in the first text, which were not identified.

Based on the reviewed studies above, the researchers have found that the studies share a similarity in discussing metadiscourse in news articles related to health. In this study, the researchers intend to examine the use of interactive and interactional metadiscourse markers in a news article about the Ukraine-Russia conflict in November 2022. This paper provides theoretical support, an overview of prior studies, a description of the materials and methods, an analysis of both texts using the provided framework, and a discussion of key findings to address specific research questions related to this study. The primary focus of this work is the analysis of metadiscourse markers in five news articles. The objectives of this study are formulated as follows:

1. What is the purpose of interactive metadiscourse in news articles, and how frequently is it used?
2. What is the purpose of interactional metadiscourse in news articles, and how frequently is it used?

REVIEW OF LITERATURE

Metadiscourse

Metadiscourse is a frequently used phrase in discourse analysis and language instruction today, referring to an author's comment on a text while speaking or writing about it (Hyland, 2005). It has been extensively researched in academic papers, novels, blogs, speech materials, and general writings. Metadiscourse is a linguistic concept that describes the direction and function

of words used in a text. Hyland defines metadiscourse as a three-way relationship between text, author, and reader that allows the author to communicate with readers through text in one of his studies (Hyland, 2005). There are two layers of metadiscourse: interactional and interactive. Compared to interactive metadiscourse, which is more closely related to what Halliday refers to as the textual metafunction, interpersonal metadiscourse is more concerned with expressing the writer's opinions and their relationships and interactions with their readers. Therefore, the author uses the term "metadiscourse" to inform the reader of the text's intent and the general direction of some of its concepts (Vande et al., 1997).

Interactive Metadiscourse

	Sub-Category	Description	Examples
Interactive Resources	Transitions	Express relations between main clause	In addition, but, thus, and
	Frame Markers	Refer to discourse acts, sequences or stages.	Finally, to conclude, my purpose is
	Endophoric Markers	Refer to information in other parts of the text	Noted above, see Fig, in section 2
	Evidentials	Refer to information from other text	According to X, Z states
	Code Glosses	Elaborate propositional meaning	Namely, e.g, such as, in other words

Table 1: Interactive Metadiscourse Markers

The five different sub-categories covered by the interactive tools are transitions, frame markers, endophoric markers, evidence, and code glosses. The purpose of interactive resources is to engage and interact with readers. Interactive resources also aid in directing the reader through the text by arranging the discourse and assuming the writer's assumption of the reader's background information and the conclusions the reader can take about the topics being discussed from the text (Craig, 2008). Transitions include illustrations like additionally, but, and, with, and consequently. Frame markers refer to sequences or stages. Endophoric markers refer to particular words, as shown in Figure and section 3. Evidence is information that comes from other sources. Lastly, code glosses define the propositional (Hastomo & Aminatun, 2023).

Interactional Metadiscourse

	Sub-Category	Description	Examples
Interactional Resources	Hedges	Withhold commitment and open dialogue	Might; perhaps; possible; about
	Boosters	Emphasize certainty or close dialogue	In fact; definitely; it is clear that
	Attitude Markers	Express writer's attitude to proposition	Unfortunately; I agree; surprisingly
	Personal Markers	Explicit references to author(s)	I; we; my; me; our

Engagement Markers	Explicitly relationship with reader	build	Consider; note; you can see that
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Table 2: Interactional Metadiscourse Markers

Interactional resources include five different sub-categories, namely Hedges, Boosters, Attitude markers, and Personal Markers (Hyland & Tse, 2004). Interactional resources help to pinpoint specific words and phrases that contribute to reader engagement. Hedging and reinforcing serve similar functions, such as holding commitments and emphasizing certain things. Attitude markers and Personal Markers, their function consists of expressing the author's attitude and references to the author. Lastly, reader engagement refers to establishing an explicit relationship with the reader.

News Article

Despite the proliferation of media outlets due to technological advancements, news stories remain the primary source of information for the public (Ifantidou, 2005). These articles cover news, stories, and current affairs (Nugrahani & Bram, 2020), including educational issues that have been highlighted during the pandemic from various perspectives (Huh & Lee, 2016). Newspapers refer to written material that is current and relevant, which is practical for readers due to its reliability and accessibility. News articles aim to inform readers about local and global news and can be found in periodicals, newsletters, websites, and ads. News articles may include headlines, author information, an introduction, body content, and citations, as well as visuals like images, statistics, interviews, and graphs. News articles are typically filled with facts and viewpoints on global issues. Depending on the author's use of language and consideration of the reader's interpretation, readers' opinions of online news articles can be positive or negative. Therefore, the writer expects the reader to comprehend the article's writing.

RESEARCH METHODOLOGY

In this study, the researchers adopted a descriptive qualitative research design and used the document analysis method to analyze the metadiscourse in news articles. Content analysis or document analysis is one type of qualitative research that uses a systematic procedure to analyze data (Abusalim et al., 2022). This study used the document analysis method to answer specific research questions, and also employed a quantitative research method to display the data found in the analysis as percentages and frequencies to support the research findings and discussion.

The sample in this study is five news articles about Ukraine - Russia conflict. The news articles are taken from the English news articles website of The New York Times. The news articles on Ukraine - Russia conflict on the website are chosen based on the most recent articles between 9-18 November 2022. In this study, the collecting technique of the data is Document research. The steps to collect the data is as follows: First, the researchers collected five recent news articles in November 2022 about Ukraine- Russia conflict on The New York Times news articles website. Second, the researchers determined examples of words that are categorized as Interactive and interactional metadiscourse. Third, the researchers read through the chosen news articles in search of the clauses and sentences that are containing interpersonal or interactive metadiscourse (Hyland, 2005), framework of metadiscourse markers. Fourth, the researchers then took note of how many clauses and sentences are categorized for later purposes.

The data in this study were analyzed using both quantitative and qualitative methods through document analysis. Document analysis is a systematic approach that takes into account all relevant material, follows a list of steps during analysis, and requires consistency checking with coding (Vande et al., 1997). In the quantitative analysis, data from each news article will be compiled into a table displaying the frequency and percentage of each type of interactive and interpersonal metadiscourse, as categorized by the framework of (Hyland, 2005) metadiscourse markers theory. This table will then be analyzed qualitatively with supporting theory, and the results will be compared in terms of percentage.

RESULT AND DISCUSSION

In the five news articles about the Ukraine-Russia conflict, it was found that all of the writers used markers from the meta-discourse category. The first category is interactive, which includes subcategories such as frame markers, transitions, endophoric markers, evidence, and code glosses. The second category is interactional, which includes subcategories such as hedging, reinforcers, attitude markers, self-identification, and engagement markers. The findings are displayed in Tables 3 and 4.

Research Question 1: What is the purpose interactive metadiscourse in the news articles and how does the frequency of the usage?

Quantitative findings

Category	Interactive	
	Frequency	Percentage
Transitions	238	84.7%
Frame markers	10	3.6%
Endophoric	19	6.8%
Evidentials	13	4.6%
Code glosses	1	0.3%
Total	281	100%

Table 3. Interactive meta-discourse makers in News Article

The table above displays the percentage and frequency of interactive metadiscourse analyzed from the five latest news articles about the Ukraine - Russia conflict in November 2022. The table displays that all of the types of Interactive metadiscourse (Hyland, 2005), theory are found within the five news articles. The most frequent type of interactive metadiscourse that appears in the five articles is Transition with a percentage of 84.7%. The second most frequent type is Endophoric markers with a percentage of 6.8%, in this case, the researchers found that the authors attempted to fortify their opinion with supporting arguments or additional information. The other types found are Evidential with a percentage of 4.6%, in this case, the researchers found that the authors used the evidential type to support their presuppositions. And Frame markers with a percentage of 3.6%, in this case, the researchers found that the authors used this type to label their articles. The least frequent type is Code glosses with a percentage of 0.3%, in this case, the researchers found that only one of the five news articles containing code glosses is used to exemplify something in the text.

Transition

The findings showed that there is a metadiscourse marker transition in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to express relations between main clauses (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *...hitting Moscow's troops before they can settle **and** build defenses on the eastern bank of the Dnipro River, across from Kherson.*
2. *...and even peace talks, over the winter, **but** after pushing the Russians out of Kherson, Ukraine has no desire to stop.*
3. *"I think there will be counterattacks in other directions, **so** that the enemy does not have time to transfer reserves and block strikes."*

In the examples above, the words that are categorized as transitions are bolded. The researchers found that in all of the examples, the writers use transitions to connect their statements and to add further information to the sentences, which helps them to write effectively and helps the reader to gather conveyed information.

Frame Markers

The findings showed that there is a metadiscourse marker frame markers in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to refer to discourse acts, sequence or stages (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *Today," Ms. Torchanska said, "the Ukrainian forces **finally** took the entire village under their control. It's such a blessing. Everyone feels festive."*
2. *...like saying, 'It's not necessary to have absolute territorial integrity, we need to negotiate, we need to go for compromise so that **finally** we can have peace again,'"*

In the examples above, the words that are categorized as frame markers are bolded. In all of the examples above, the researchers found that the writer use it in the perspective of an informant to closing the report or information gathered.

Endophoric Marker

The findings showed that there is a metadiscourse marker Endophoric markers in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to refer to the information in other parts of the text (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *...**noted above** that Mr. Zelensky did not repeat his prior refusal to negotiate with a Russian government led by Mr. Putin.*

In the examples above, the words that are categorized as Endophoric markers is bolded. In the example above, the researchers found that the writer use it to guide the reader to read a certain part of the text again to understand the point discussed in the sentence.

Evidential Marker

The findings showed that there is a metadiscourse marker Evidential markers in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to refer to the information from other text (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *Ukraine could step up a covert campaign designed to show that it can strike back even on Russian soil, **according to** analysts.*

2. ...forces to mount a large-scale offensive action, which, **according to** military convention,...

In the examples above, the words that are categorized as evidential markers are bolded. In the example above, the researchers found that the writer use it to refer the statement in the sentence to a certain other text outside this text.

Code Gloss

The findings showed that there is a metadiscourse marker code-glosses in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to elaborate propositional meanings (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *Western officials see events this fall **such as** the suspected sabotage of Germany's rail system and drone surveillance...*

In the examples above, the words that are categorized as code-glosses is bolded. In the example above, the researchers found that the writer use it to exemplify the events of which also fall before to give a further information to the reader.

Research Question 2: What is the purpose interactional metadiscourse in the news articles and how does the frequency of the usage?

Quantitative Findings

Category	Interactional	
	Frequency	Percentage
Hedges	20	31%
Booster	0	0%
Attitude markers	1	1%
Self-mentions	42	65%
Engagement markers	2	3%
Total	65	100%

Table 4. Interactional meta-discourse makers in News Article

The table above displays the percentage and frequency of interactional metadiscourse analyzed from the five latest news articles about the Ukraine-Russia conflict in November 2022. The table shows that all types of interactional metadiscourse in (Hyland, 2005) theory, except for Boosters, were found within the five news articles. The most frequent type of interactional metadiscourse that appears in the five articles is Self-mention, with a percentage of 65%. The second most frequent type is Hedges, with a percentage of 31%. The other types found are Engagement markers with a percentage of 3% and Attitude markers with a percentage of 1%. The type of interactional metadiscourse that is not used or nonexistent in the five news articles is Boosters. In this case, the researchers found that the authors did not attempt to strengthen their arguments to the reader.

Qualitative findings

Hedges

The findings showed that there is a metadiscourse marker Hedges in the news articles about Russia-Ukraine conflict which are **Might**, **Possible** and **about**. The function of this metadiscourse marker is to without commitment and open dialogue (Hyland, 2005). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *Other U.S. officials said it was not entirely clear that Moscow was abandoning the west bank of the Dnipro, and **might** not be clear for a few days.*
2. *The occupation forces had telegraphed a **possible** pullback for weeks, ...*
3. *... who had been outspoken **about** Russia's deteriorating military situation, ...*

In the examples above, the words that are categorized as Hedges are bolded. The hedges' feature are to reject to commit, to provide an alternative opinions, to show uncertainty, or to subtly giving viewpoints (Ädel, 2006). In the example 1 and 2 above, the researchers found that the writer use Hedges to subtly express their uncertainty. In the example 3, the writer use hedges to subtly express their insight.

Boosters

The findings show that there is no metadiscourse marker "boosters" in the news articles about the Russia-Ukraine conflict. The function of this metadiscourse marker is to enhance the writer's argument (Hyland, 2005). The researchers inferred that the writers didn't use boosters because they didn't want to strengthen their arguments for the reader.

Attitude Markers

The findings showed that there is a metadiscourse marker attitude marker in the news articles about Russia-Ukraine conflict. The function of this metadiscourse is to express writer's attitude towards a proposition (Hyland, 2005). Example of this metadiscourse marker in the news articles is presented as follows.

1. ***I** agree with our president," Ms. Rodavanova said. "Better without electricity, without water and without heat if also without the Russians."*

In the examples above, the words that are categorized as Attitude marker is bolded. In the example above, the researchers found that the writer use attitude marker to express their attitude towards a proposition in the perspective of an informant in their writing.

Self Mention

The findings showed that there is a metadiscourse marker self mention in the news articles about Russia-Ukraine conflict. The function of this metadiscourse is to explicitly referring to the authors (Hyland & Tse, 2004). Examples of this metadiscourse marker in the news articles are presented as follows.

1. *Nobody asked me," Dr. Terpak said, "but if they did, **I** would have said, 'Go ahead and take the shot.'"*
2. *"They wouldn't have left if **we** didn't shoot at them," he said.*
3. *"It was the most important relic of **our** church," he said.*

In the examples above, the words that are categorized as self mention are bolded. In all of the examples above, the researchers found that in the news articles the authors are writing from the perspective of an informant to prove that the news is a fact and is not overstated.

Engagement Markers

The findings showed that there is a metadiscourse marker engagement markers in the news articles about Russia-Ukraine conflict. The function of this metadiscourse marker is to explicitly build relationships with the reader. Examples of this metadiscourse marker in the news articles is presented as follows.

1. ...*said this week that the coming cold was an opportunity for both sides to **consider** peace talks.*

In the example above the word that categorized as engagement markers is bolded. In example above, the research found the purpose of the authors using engagement markers is in line with Sahragard & Yazdanpanahi, engagement markers used to help the authors to use appropriate words to negotiate, connect, and oppose with the readers (Aszeli et al., 2021)

DISCUSSION

This current study used Hyland (2005) metadiscourse theory to analyze the news stories, focusing on both interactive and interactional metadiscourse. Interactional metadiscourse aims to involve the reader in the text, and there are five categories: engagement markers, boosters, attitude markers, self-mentions, and hedges. Hedges serve as a strategy to avoid committing and encourage conversation, while boosters highlight assurance or emphasize communication. Attitude markers convey the writer's perspective on the idea, and self-mentions clarify the author's identity. Engagement markers explicitly build a relationship with the reader. On the other hand, the purpose of interactive metadiscourse is to assist the reader in following along as they read the material, and there are five categories: transition, frame marker, endophoric marker, evidential, and code gloss. A transition conveys relationships between primary clauses, while a frame marker identifies discourse actions, sequences, or phases. Endophoric markers reference information from other sections of the text, and the evidential function refers to data from other documents. Code glosses clarify propositional meanings.

The news articles taken from the English news articles website The New York Times are entitled: 'Winter Will Be a Major Factor in the Ukraine War, Officials Say', the second news article is 'Russia Orders Retreat From Kherson, a Serious Reversal in the Ukraine War', the third news article is 'Ukraine Signals It Will Stay on the Offensive, Despite Talk of a Lull', the fourth news article is 'Russia Tried to Absorb a Ukrainian City. It Didn't Work', and the last news article is 'Ukraine Peace Talks Remain Distant Even as Moscow Signals a Retreat'. The reason why the researchers choose the five news articles is that it is the latest topic on the website, not only that the researchers also found that the interactional and interactive metadiscourse in these news articles has not been analyzed yet. This is why the researchers are interested to analyze the interactional and interactive metadiscourse in these news articles.

Based on the research findings above, the researchers found similarities and differences in the study findings conducted by Aszeli et al. (2021). The similarities include the scope of the study, which is analyzing interactional metadiscourse, the topic of the study, which is analyzing news articles, and the theory used, which is Hyland (2005) theory. However, there are differences in the object of the study and the study results. In this study, the object is news articles about the Russia-Ukraine conflict, whereas in the previous study, the object is the impact of COVID-19 on education. Additionally, the most frequent type of interactional metadiscourse in the news articles in this study is Self mentioned (65%), whereas in the previous study, it is Attitude marker (38.81%). Therefore, these two studies are not in line with each other, even though the study scope and topic are the same.

CONCLUSION

Based on the findings and discussion above, it can be concluded that metadiscourse is essential in writing news articles, as several interactional and interactive markers were found in the news articles from the sample, along with their function and purpose. The number of interactional metadiscourse instances found in the news articles was 65, whereas the number of interactive metadiscourse instances was 281. The most frequent kind of interactional metadiscourse was self-mention with a percentage of 65%, while the most frequent type of interactive metadiscourse was a transition with a percentage of 84.7%. Some of the main purposes the researchers interpreted from the writers using interactional and interactive metadiscourse were to assist the reader in reading the text, to strengthen their arguments, to express their insights, and to prove that the news is a fact and not overstated by writing from an informant's perspective.

Although this study provides valuable insights into the use of metadiscourse in news articles, a larger sample size could provide a more comprehensive analysis. Future research could use a more extensive collection of news articles from various sources to draw more reliable conclusions. To broaden the scope of the research, future studies could also analyze different types of news articles, such as opinion pieces, editorials, and feature stories. This approach could help researchers better understand the nuances of metadiscourse usage in different types of news articles. Conducting a similar study in other languages could provide an opportunity to compare the usage of metadiscourse across different languages and cultures. This could shed light on the universal or culturally-specific aspects of metadiscourse in news articles. Last, future studies could explore how the use of metadiscourse differs in news articles about different conflicts. This approach could help researchers identify patterns in the use of metadiscourse across different contexts.

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THE EFFECTS OF TED TALK VIDEOS ON EFL SPEAKING PERFORMANCE

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Abstract: This study aims to describe the effect of TED Talk videos on speaking performance and to reveal the students' perceptions toward the use of TED Talk in EFL speaking class. This study employed a quasi-experimental design with seventy-two secondary school students in Indonesia. The data were collected through tests and closed-ended questionnaires. The result of this research showed that after the treatment, there was a different speaking performance between students taught using TED Talk video and those without using TED Talk video. It was found that the mean of post-test in the experimental group was 75.17; meanwhile, the mean of post-test in the control group was 72.94. The result of the t-test analysis showed that the Sig. (2-tailed) value was lower than 0.05 ($0.032 < 0.05$). The questionnaire results revealed that students had good perceptions toward the use of TED Talk videos in learning speaking. It can be concluded that there was a significant effect of TED talk videos on EFL students' speaking performance.

Keywords: *TED Talk videos, speaking performance, students' perceptions*

INTRODUCTION

Speaking is one of the important parts of English skills that students should master besides reading, writing, and listening (Srinivas Rao, 2019). Speaking is the basic skill that students should have to communicate and socialize with others (Rokhayati, 2018). Concerning speaking skill, the use of technology in language learning has been viewed as a means of assisting students to develop communication skills. Having good speaking skill not only facilitate students to deliver new thought, ideas, and information well but also make the students feel confident and proud. Mastering vocabulary, organizing ideas, and having good pronunciation are the most important keys to have good speaking. Students need to choose the right vocabulary and generate the correct pronunciation when speaking.

Speaking remains the most difficult skill to master (Bouzar, 2019). The students often feel confused with the topic because they lack vocabulary, have no clue about grammar, do not have good pronunciation, and hesitation in speaking. Even though speaking is difficult, senior high school students must be able to speak English. Based on the rules from the government, students should master English daily communication. In fact, the students rarely practice speaking English, so they do not master speaking English well. Some students are passive in speaking activities when they are asked to talk, give an opinion, or respond, they seem not to have any interest and be afraid of (Anam & Nurman, 2020).

According to Zia and Norrihan (2015) cited in Toubot et al. (2018), students' anxiety levels rise when classroom activities are less engaging, there is a lack of cooperation, the teacher's teaching style is inappropriate, the classroom environment is demanding, time

constraints exist, and the teaching content is inappropriate. The teacher should be able to guide their students to love English, especially speaking. They can utilize digital technology or proper method which can help them to develop their quality of speaking. Teachers should use proper teaching methods to support the process of teaching-learning in order to obtain a good result (Bawawa et al., 2021).

Besides the methods, media innovations have become easily accessible. Video is one of the advanced innovations for educating and learning. Videos are available on various topics for every learner in all the domains of instruction (Smaldino et al., 2008). There are many types of videos available in the learning process. One of the videos is TED Talk hosted on YouTube. TED Talk is a channel YouTube platform. TED (Technology, Entertainment, and Design) Talk is an inspirational video that shares experience, and give motivation to the audience since 1984. According to Vasilevich (2016) as cited in Farid (2019) TED Talk is authentic as the speaker shares their personal stories, ideas, experiences with the audience so that TED Talk is an appropriate medium that can be used in speaking class. The researcher feels that TED Talk video can help the students enhance their speaking skills with good pronunciation, movement and gesture, and eye contact, and so on.

Although numerous literature have been conducted on TED talk videos in language classes, only a few studies investigated the effect of TED talk videos on speaking performance in EFL secondary school settings. This study attempts to answer the following research questions:

1. Is there any significant difference in speaking performance between groups of students practiced speaking through TED Talk videos and groups of students learned speaking via Presentation, Practice, and Production (PPP) teaching?
2. What are the students' perceptions toward TED talk video practices in EFL speaking class?

RESEARCH METHODOLOGY

Participants

An experimental study with seventy-two secondary school students was employed. This study was conducted in a public secondary school in Central Java Province, Indonesia. Tenth-grade students took part as research participants. The researcher took two classes for the sample. One class would be treated as an experimental class and one another as a control class. For the experimental group, there were thirty-six students practicing speaking through TED talk videos; meanwhile, the control group which had the same number of students as the experimental class was taught via traditional teaching.

Instruments

Speaking performance test and students' perception questionnaires were employed as research instruments. Speaking performance tests were used to reveal students' speaking proficiency before and after getting interventions of TED Talk videos. Students' performance was scored based on Brown's (2004) five-criteria scoring: grammar, vocabulary, comprehension, fluency, and pronunciation. Meanwhile, students' perception questionnaire was adapted from Nugraheni (2017). This research used Likert scales to measure students' perceptions in using TED Talk videos. The degree of agreements were *strongly disagree* (1), *disagree* (2), *neutral*

(3), *agree* (4), and, *strongly agree* (5). The questionnaires consisted of fifteen items which related to benefit and attitude in using TED Talk videos. Learners' perceptions were measured by using a five-point Likert scale by (Pimentel, 2019) as follows:

Likert Scale	Interval	Difference	Description
1	1.00-1.79	0.79	Low
2	1.80-2.59	0.79	Fairly sufficient
3	2.60-3.39	0.79	Sufficient
4	3.40-4.19	0.79	Good
5	4.20-5.00	0.80	Excellent

Procedures

The data were collected in five meetings. In the first meeting, both control and experimental class were doing speaking pre-test. The students were asked to come forward one by one to the in front of the class and talked about an unforgettable person in their life for about two minutes. After that, experimental class was having treatment using TED Talk videos. Meanwhile, the control class were taught by using textbook. The treatment was three times. For post-test, both classes were asked to talk about their idol in front of the class one by one for about two minutes. After the post-test, the students of the experimental class would be given a questionnaire by the researcher. The students were asked to choose the degree of agreement according to the statements given by the researcher. The data of questionnaire were taken by giving a sheet of paper directly to the students.

Data Analysis

This study employed multiple data sources with pre-test, post-test, and closed-ended questionnaires. The test results were to know the effect of using TED Talk videos through a statistical test analysis by employing an SPSS program. Meanwhile, the students' responses toward closed-ended questionnaires were analysed to find out averages of each perceptions' indicator.

RESULT AND DISCUSSION

Result

All the data obtained from speaking tests and closed-ended questionnaires were analysed by statistical tests assisted by the SPSS 26 program. The test results can be seen in the following tables.

Table 1. Post-test results between experimental and control classes

		Statistics	
		Control	Experimental
N	Valid	36	36
	Missing	0	0
Mean		72.94	75.17
Std. Error of Mean		.596	.823
Median		73.00	74.00
Mode		72	73
Std. Deviation		3.577	4.937
Variance		12.797	24.371
Range		18	19
Minimum		65	68
Maximum		83	87
Sum		2626	2706

The table 1 showed that the mean of control class was 72.94, the median was 73.00, the mode was 72, the SD was 3.577, the variance was 12.797, the range was 18, the highest score was 83, meanwhile the lowest score was 65. The total score was 2626.

On the other hand, the mean of experimental class was 75.17, the median was 74.00, the mode was 73, the SD was 4.937, the variance was 24.371, the range was 19, the highest score was 87; meanwhile, the lowest score was 68. The total score was 2706.

Table 2. Questionnaire results of students' perspectives in using TED Talk videos

Perceptions	Statement Items	Mean
Attitude	1. When I watch TED Talk videos, I am inspired.	3.67
	2. I can learn about delivering ideas by watching TED Talk videos.	3.67
	3. I love watching TED Talk videos.	3.39
	4. TED Talk video is interesting.	3.72
	5. Through TED Talk videos, I'm interested in learning more about movement and gestures.	3.64
	6. After seeing TED Talk videos, I'm more familiar with the various accents.	3.53
	7. It is great that the teacher shows TED Talk videos in class.	4.06
	8. I can improve my confidence.	3.58
	9. The usage of TED Talk videos can help me learn more effectively.	3.86
	10. I can also improve my listening by watching TED Talk videos.	4.14
	11. After watching the TED talk videos, I can improve my face expression.	3.53
Benefit	12. I can increase my eye contact by watching TED Talk videos.	3.64
	13. I can enhance my pronunciation by watching TED Talk videos.	3.83
	14. I can enhance my fluency.	3.69
	15. I can learn how to deliver a speech with good structure.	3.67

Table 2 revealed that most of the students agreed and interested in watching TED Talk videos in speaking class. Also, students felt that the using of TED Talk video gave positive

impact in learning. Increasing listening skill was seen as the main benefit for the students, while showing TED Talk videos in class was seen as the main attitude.

Discussion

The results of statistical analysis revealed that students of experimental class approach had better speaking scores than students in control class. The first finding was shown by the descriptive test results where the mean score of experimental class was higher than the control class ($75.17 > 72.94$). Also, the independent samples test showed that t -value is -2.187 with the Sig. (2-tailed) 0.032 . The researcher used the significance level 0.05 . The computation shows that the Sig. (2-tailed) value was lower than significance level ($0.032 < 0.05$). Based on that, it meant that there was a significant effect of using TED Talk videos in teaching students' speaking skill. This finding is supported by previous literature (Farid, 2019; Nugraheni, 2017; Zahriani, 2018) which argued that the use of TED Talk is very useful to improve students' public speaking skill. TED Talk videos also has a positive influence on students' learning experience (García-Pinar, 2019; Guato, 2021).

Based on the result of questionnaire, in attitude indicators, the highest mean was 4.06 , students agreed in using TED Talk video in learning process. Then, for the mean 3.67 , the students were inspired and could learn to deliver ideas by watching TED Talk videos (Grodahl, 2015; Nugraheni, 2017). For the benefit indicators, the students felt that TED Talk videos helped in enhancing listening skill, it can be seen from the mean reached 4.14 . Also, in the mean 3.86 and 3.83 , the students agreed that TED Talk helped to enhance their pronunciation and make learning process being more effective (Kozínska, 2021; Liu, 2021).

The results revealed that the students' have a good perception about the use of TED Talk videos in teaching speaking. Most of students enjoy and interested in the using of TED Talk videos in learning activities. The use of TED Talk videos improved students' speaking skill because basically this video is used to learn about speaking skill. In line with prior studies (Nursafira, 2020; Tusino & Prasepdika, 2022) most of students agree that TED Talk videos could improve students' speaking skill such as gesture, pronunciation, eye-contact, facial expression, accent, and fluency.

Furthermore, the challenges of using TED Talk videos in teaching speaking were lack of confidence in studying speaking and various students' habits in learning. Some students argued that they lack of confident because they had limited English vocabularies and lack motivation, therefore they should pay more intention to understand what videos about. This finding was in line with some prior studies (Akkakoson, 2016; Keramida, 2009). These obstacles need to be overcome by the teachers so that the students can study with full of motivation and comfortableness.

CONCLUSION

The findings of this study highlight that the use of TED Talk videos is effective in teaching students' speaking skill. The students also have a good perception toward the use of TED Talks. Students feel enjoyable and interested in studying speaking English through TED Talk videos. The results of this research suggest teachers should be able to develop their strategy in using TED Talk media to make students more interested and motivated in studying speaking. The

students should have strong intention in studying English by using TED Talk videos, pay attention to teachers' explanation, and being active in the process of learning. Further studies need to apply other media in larger samples to get more comprehensive findings.

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