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USING TIKTOK APPLICATION AS AN ENGLISH TEACHING MEDIA: A LITERATURE REVIEW

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Abstract: This study describes the use of TikTok as a teaching medium and knows its benefits on students' English skills. This research uses library research. The analysis shows that several ways in creating learning material by using TikTok, such as downloading the TikTok app through the Play Store or AppStore, creating a text/script, recording videos, using illustrations, editing, using hashtags, and uploading into TikTok. We enter the hashtag to learn English in the search field on TikTok, then various videos will appear that match the keywords. TikTok is an innovative application that can provide students with a new sense of desire and motivation in learning English even. Several previous studies show that TikTok gives benefits to students' English skills such as speaking, listening, pronunciation, grammar, vocabulary, and pronunciation. Therefore, TikTok can be chosen as an interesting learning medium that can support the learning process. The material is simple and useful, learning is not monotonous because it is equipped with writing features that are attractive to the audio and visual when delivering material. Teachers can create a variety of materials to explain material, practices, remedial or enrichment. We also can give assignments or projects to students to make video material with TikTok an interesting, innovative, and interactive video. Students are expected to identify various types of visual elements and incorporate them into a brief video, highlighting the audio-visual form of an explanation by utilizing editing skills.

Keywords: *English material, English skills, teaching media, TikTok*

INTRODUCTION

The success of education in achieving its goals is very dependent on the educational process itself, so special attention is needed. The task of the teacher as a teacher is not only to transfer knowledge, but the teacher must pay attention to how he imparts knowledge by generating activity, creativity, mentality, motivation, and cultivating moral values. According to Herlisya & Wiratno (2022), the educational process has a significant impact on the success of education in accomplishing its objectives; therefore, this deserves special consideration. Educators must consider how to disseminate knowledge that stimulates activity, creativity, mentality, motivation, and the development of moral values. Learning media are among the many factors that can influence learning outcomes.

Media as a source of learning develops following developments in learning technology, both in the form of audio and visual, even audio-visual (Fitria, 2022b). The presence of media

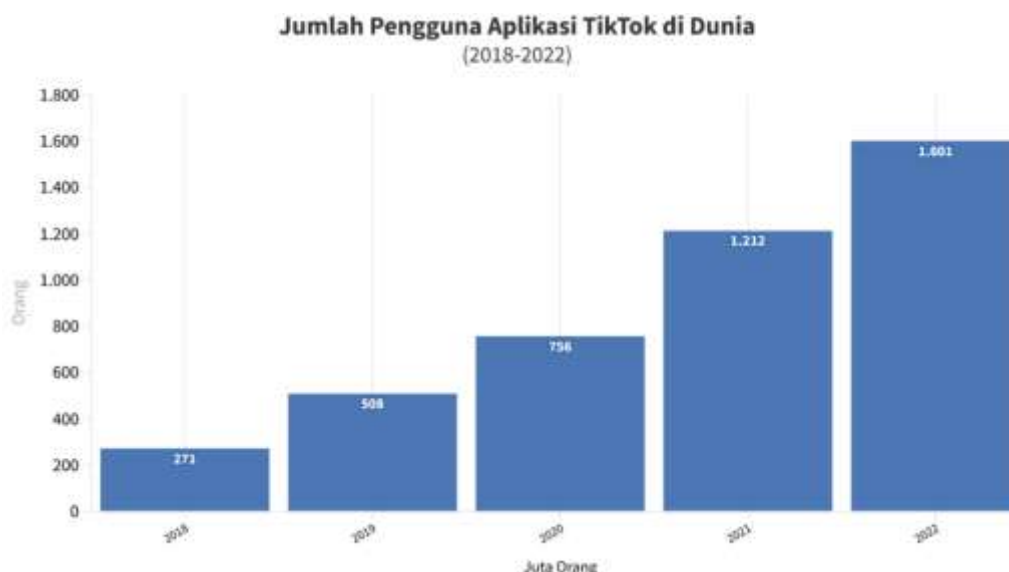
in learning plays an important role because media can be an introduction to clarify the material, and even media can simplify something complex. The use of media can also help accelerate understanding and simplify interpretation. Learning media is used to assist teachers in conveying subject matter to students in learning, making it easier to achieve learning objectives. Media is also an integrative part of the learning design that must be mastered by the teacher. Media can also change the abstract into the concrete. Learning media greatly affect the learning process and student learning outcomes. Therefore, the teacher must be able to sort out the right and appropriate learning media.

The current development of information and communication technology has an impact on human resources who are required to adapt to the times (Waloyo et.al., 2022). In the world of education, teachers are human resources who are expected to be able to adapt to technological developments to select and even create media to improve the quality of teaching in the classroom. English teachers are currently expected to be able to take advantage of information and communication technology, especially learning applications that can be used as media for teaching and learning with students (Fitria et.al., 2022). In this era of technology, unique and innovative learning is urgently needed, especially those that can attract students' attention and interest in learning (Syamsi, 2022). Therefore, changes must be made to the objectives, structure, and content of educational programs and learning media to make learning more engaging, relevant, and appropriate through the use of technology. Therefore, the used learning media must react to the altering trends of today.

Educators both teachers and lecturers can use social media as a learning medium. Social media is a form of communication that enables individuals to interact virtually (Mahdini, 2023). It means, social media is a means to communicate and share information in the form of writing, videos, or photos. Many people share experiences, and tips, or just share activities they have done through social media. YouTube, Facebook, Whatsapp, Instagram, Twitter, and TikTok are among the most popular social media platforms used among Indonesians. The use of social media in the current digital era can be considered a lifestyle and a necessity, especially among the millennial generation. The need for information and existence drives them to have social media.

TikTok is a popular social media platform. TikTok is a social media platform administered by the Chinese corporation Bytedance. TikTok has risen to global prominence since its 2017 acquisition of musical.ly and subsequent growth trajectory to over 500 million active users and one billion app installations in less than two years (Antipova, 2020). TikTok is a social media channel, used primarily for sharing short videos (Hanson, 2020). TikTok is a social media app for short videos that often have music (Scirri, 2021).

TikTok employs AI technologies to assess users' preferences based on their interactions with content and to provide each user with a personalized content delivery (Fitria, 2021a, 2021b; Sujon, 2021). According to Wayne (2023), TikTok is a famous social media application that enables users to create, view, and share 15-second mobile or webcam videos. With its personalized feeds of wacky, brief videos accompanied by music and sound effects, the app is notable for its addictive quality and high levels of engagement. TikTok is a social media and short-form video platform. It allows users to construct and share 15-60 second music-accompanied recordings. It is a creative and entertaining method to convey oneself through video. TikTok's purpose is to bring its users pleasure, creativity, and entertainment. The app is designed to be intuitive and simple to use so that anyone can create and share videos. With its variety of special effects, soundtracks, and editing tools, users can create entertaining, one-of-a-kind videos that highlight their personalities and skills.



Source: Business of Apps (Data Indonesia)

Based on the chart above, shows that TikTok is one of the most popular applications around the world, including in Indonesia. TikTok has succeeded in stealing the hearts of its users because it contains a lot of interesting short video content. TikTok's popularity has skyrocketed in the last few decades. Based on Business of Apps data, there are 1.6 billion active users of TikTok in the world by 2022. This number has increased by 32.1% compared to the previous year of 1.21 billion users. Business of Apps also noted that the TikTok application was downloaded 748 million times throughout 2022. This number increased by 0.94% compared to the previous year of 741 million times. As stated by Diamond (2022), TikTok is one of the newest social networking video platforms, and it is also one of the most popular, with one billion users worldwide (as of 2022). Videos on TikTok can be up to 10 minutes long. Due to how simple it is to be creative with videos by adding special effects, music, voice-overs, and even "duets," which are two videos running side by side, they captivate the focus of viewers. TikTok, a video-sharing software that was released globally in 2017, rapidly became one of the most popular social media platforms in the world (Quan-Haase & Sloan, 2022). It is primarily used by young people to create, exchange, and observe short videos. The application contains many features shared by various social media platforms including user identities. According to Luttrell et.al. (2021), the secret to TikTok's success is that the experience is centered on content discovery. Even TikTok is a digital application that provides a variety of video-based forms of entertainment. This application has gained popularity in recent years as a result of its many thrilling features and diverse public figures who also use and promote it (Erwani et.al., 2022).

There are five types of lessons from online TikTok videos that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts (Warini et.al., 2021). The pronunciation category is the highest category of the four best content creators. In addition, the findings also show that TikTok has an appeal as a medium for learning English; short videos, simple and interesting material, equipped with back sound, images, and editing filters that can provide benefits, and are also entertaining. It means that TikTok supports a wide variety of initiatives and creators who convey valuable information (Mueller & Rajaram, 2022).

TikTok is distinct from other social media platforms because it focuses on 15-second recordings. It utilizes the full potential of AI and individual and aggregated data to deliver video in a social context with personalized content (Clark, 2023). Additionally, TikTok provides formal and informal learning videos that exhibit remarkable levels of originality. TikTok collaborates with educators to generate campaigns such as #LearnonTikTok, which are primarily user-driven. There are tutorials on virtually every topic, as well as "how to" techniques and suggestions. TikTok is experimenting with expanding the platform's educational focus. This may indicate that social media will ultimately progress toward personalized learning.

Learning in the era of modern technology now has its challenges {Citation}. We are not only required to adjust the rhythm of learning and teaching but must increase our creativity so that we continue to feel motivated to learn in the present. One of the subjects that are often considered difficult by some people is English. English, as we all know, is the international language most often used when we communicate with foreigners or when we are abroad, which is one of the reasons we must be able to master or at least be able to speak this language.

In general, people think learning a foreign language for the first time is indeed difficult. This is not entirely wrong because we do learn new things that so far, we have not known at all. During elementary school, English lessons were already taught and continued in middle school. However, it is a different story for people who previously did not get an introduction to English during their education. Apart from the demand to be able to use English at work, we often see that elderly people learn English by attending English courses at training institutions. Nowadays learning English is arguably not as complicated and not as difficult as before. If in the past 5 or 10 years, we learned English in conventional ways such as taking English courses or tutoring, in this modern era learning English is arguably more practical with online learning media, both paid and free.

We can learn English through various media that exist today such as TikTok. Many interesting channels and content, especially on the Youtube Channel, discuss English. If we want to search, we can enter keywords such as "learning English for beginners" or "basic English" and then various videos will appear from various channels that display what we are looking for in the keyword. TikTok is a video-sharing application that is accessible to users of all backgrounds and interests. With the interest of young people in using the TikTok application, we can transform it into a new learning tool. Similar to YouTube, we can also share and explain content through brief videos that users can access. In addition to viewing brief videos, we can also conduct live video lessons that our users and followers can access.

Based on the explanation above, the researcher is interested to describe the use of TikTok as a learning medium and its benefits for students' English skills. This review paper tries to describe the benefits of TikTok, especially in speaking, pronunciation, listening, grammar, and vocabulary based on several previous studies that have been conducted in recent years. Therefore, the objective of this study is to describe the use of TikTok as a teaching medium and its benefits on students' English skills.

METHOD

This research uses library research. Roosinda et.al. (2021) state that the library research method is a research method conducted by observing various related literature with problems in research, in the form of papers, books, or writing. The purpose of the research method is literature collect data and information from various materials contained in the library, then the results are used as the basic and main tools for activities in the field. In this research, the

researcher describes the benefits of TikTok as an English learning medium. The method of collecting data use documentation. A documentation study is an effort to obtain data secondary through documents, so the document itself is an instrument (Suharto et.al., 2022). Some are common and appropriate to use in our books and scientific journals. In this research, the researcher uses books and articles from journals related to the use of TikTok in learning English skills. The method of analyzing data uses data reduction, data display, and conclusion (Miles et.al., 2018). The data obtained from this study will be analyzed by reduction of data that researchers will review and take the main things, and will be presented in the form of narrative data and conclusions will be drawn from those data. The data analysis phase uses descriptive analytics with a discussion focused on using TikTok as an English teaching material for students.

FINDINGS AND DISCUSSION

Findings

A. Creating Learning Material Using TikTok

According to the number of TikTok users (see the graphic in the research background), the TikTok application is superb, well-liked, and attracts the attention of school-aged millennials. Because of this, I believe that TikTok can be transformed into an engaging and interactive learning tool for teachers and students. TikTok has complete features that can be used as learning media including voice recording features, video recording, background sound, and filter options for users, can be shared easily, can be downloaded easily, and can also be used to collaborate with other students.

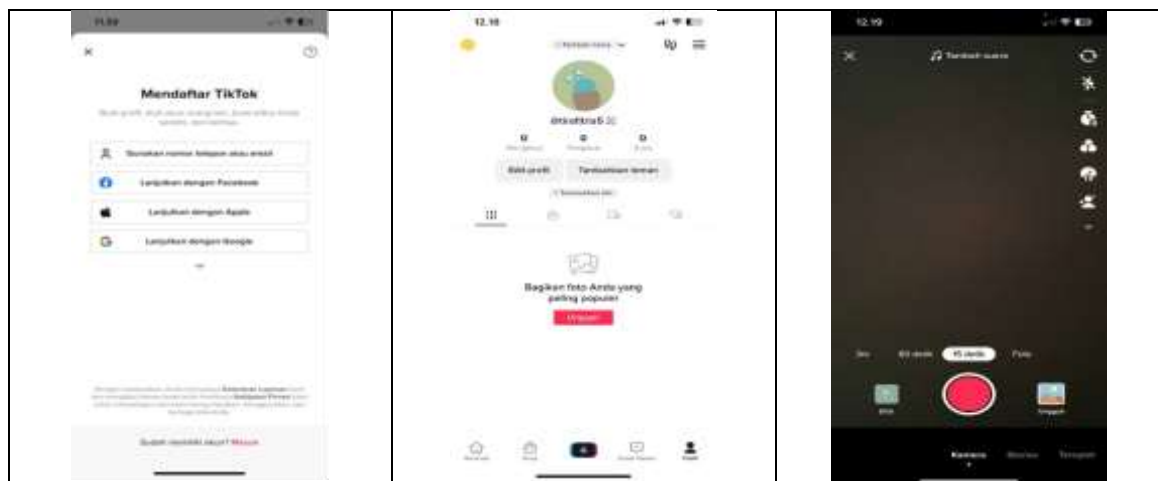


Figure 1. TikTok App

There are several ways in creating learning material using the TikTok app.

1. Downloading the TikTok application. The first step to being able to use or access the TikTok application and know how to make TikTok videos. We as teachers/lecturers must have a TikTok account. We can download this application through the Google Play Store or Apple AppStore. After downloading the TikTok application, we make sure to create an account immediately. Create an account according to our goals, for example, if creating an account using a related name, it can be our name or the subject we teach. This will make it easier to find our account.

2. Creating a script. Just like making movies, making learning videos also requires a script. This script serves as a guide to where our conversation will go when it is recorded later. We can write points or a summary of teaching materials that can later be read in front of the camera. This script helps us to stay focused while recording videos.
3. Recording videos. We can provide a tripod and lighting to support the recording process to make it better and more stable. If we do not have one, we can use a smartphone camera. Currently, many smartphones have high-quality cameras. If we are not sure that our voice will be recorded properly and clearly, we can provide a voice recorder or use a smartphone, then place it in our pockets or close to our mouths. We do not forget to adjust the duration of the video. On TikTok, usually, videos on TikTok are only 15 seconds to 1 minute long. To overcome this, the teacher can break up long material into several videos. Or, teachers can repost an existing video and just provide additional explanations. Even in explaining material through TikTok, teachers are required to package it simply. This is done so that students do not misunderstand the intended meaning. In addition, clear voice intonation, facial expressions, and hand movements must also be considered. All of these can make the video look even more interesting.
4. Using illustrations. Once all the content has been recorded, the next stage is to ensure that the video contains the appropriate illustrations. Examples include tables, diagrams, animations, images, and additional data. We make sure to cite the source when inserting this illustration into the video. This illustration can make the video more interesting and easier to understand.
5. Editing interestingly. When the video recordings and illustrations have been collected, we can edit the learning videos. There is a lot of software that can be used, for example, Movie Maker from Windows, Adobe Premiere, Corel Video Studio, and others. In this process, we are required to be creative and think out of the box so that the learning videos can be fun, enjoyable, and don't bore students. If the video and illustration have been combined, please render the video in mp4 format or other according to the conditions.
6. Using hashtags. When uploading videos, we can add or use hashtags. Making this hashtag is very important because this is one way we can make ourselves famous through the TikTok videos that we make. Giving the hashtag #foryourpage will take you to the "For You" and "Following" pages, where your videos will potentially appear there too. We can also add other hashtags that can be adjusted to the videos we make.
7. Uploading. When the video is finished, we can upload it to TikTok. We make sure that we already have selected the video to be uploaded. If the upload process is successful, then we can share the URL of the learning video with our students.

B. TikTok Resources for Learning English

English is an international language used by almost all countries in the world. Following the function of language as a liaison tool in communication, English is the liaison language in the world so that people can communicate with each other even though they are from different countries. That is why all of us need to be able to master English and learn English through recommendations for English TikTok accounts.

Learning Languages on TikTok is very easy and fun. There are four types of subjects from the TikTok application that are often made, namely grammar, vocabulary, pronunciation, and common mistakes. We can enter keywords such as "learn English for beginners" or "learn English pronunciation." Various videos will appear from various

channels that match the keywords. In addition, we can enter hashtags in the search field on TikTok, such as #learningenglish or #learningenglish, and various videos will appear that match the keywords we are looking for. Many content creators present neat and interesting English learning, discussing various English learning materials. Some recommendations for English TikTok accounts certainly have a unique and fun way of learning. That way, learning will no longer be a stressful activity so we can understand it more easily.

C. Benefits of TikTok in Learning Skills

1. Benefits of TikTok on Students' Speaking Skills

There are several proofs that TikTok give benefits to students' speaking skill as stated by the previous research. Putri (2022) states that the application of TikTok enhanced students' speaking abilities significantly. The students attitudes toward the use of TikTok in language instruction were positive. The incorporation of TikTok into the learning process inspired and motivated students to engage in oral communication. Students can create a variety of English-language content on TikTok as a result of the numerous tools used to make videos more interactive and engaging. By practicing and integrating language learning with TikTok, students can relate it to their everyday lives and enhance their speaking abilities for more meaningful language learning. (Manggo et.al., 2022) TikTok as a learning medium is quite good for use in the process of learning English, especially in students' speaking.

Herlisya & Wiratno (2022) state that there was an improvement in students' average scores in students' learning activities between the first and second cycles (Pratama & Hastuti, 2023; Rahmawati et.al., 2023). This shows that using the TikTok app enhanced students' learning activities and speaking ability. TikTok is a useful application that enhances students' creativity and speaking skills. If students make a mistake in their speech, they receive both academic and digital punishment. It is also similar to Zahro (2023) that there is a significant difference in speaking scores between students who are taught through the creation of TikTok recordings and those who are not. The average post-test score of the experimental group is higher than that of the control group.

Besides, the student's responses to using TikTok were also positive. As stated by Nasichah (2023) that the majority of students have a favorable opinion of the TikTok application and believe that it can help them improve their speaking skills. Therefore, it may be one of the most effective means of enhancing students' speaking abilities. More than 70% of students believe that utilizing TikTok aids to resolve these issues. Therefore, it is suggested that instructors incorporate speaking assignments with TikTok videos in English-speaking classrooms (Chen & Kang, 2023).

2. Using TikTok in Learning Listening

There are several proofs that TikTok gives benefits to students' listening skills as stated by the previous research. TikTok Application is an alternative teaching media to help listening ability (Sihombing, 2021). Angin et.al. (2021) state that TikTok media can improve students' English listening skills. Two trials of using instruments with the TikTok application to improve students' listening skills yielded outstanding results, with enthusiastic students learning more effectively than before.

Rahmawati (2022) states that there is a difference between the pre-and post-test scores demonstrating that using the TikTok application has a significant impact. This application assists students with their listening skill issues. Students can readily

comprehend the audio and appreciate learning. In addition, the teacher suggests that a successful applicant must be prepared in a positive environment. TikTok shows the students' positive response. Azevedo (2022) adds that students are also motivated to use the application, and their perception of the development of their language skills was enhanced by the experience. The results also indicate that the student's listening comprehension improved between the pre-and post-tests, demonstrating the pedagogical potential of TikTok for language acquisition.

3. Using TikTok in Learning Grammar

There are several proofs that TikTok gives benefits to students' grammar skills as stated by the previous research. Revesencio et.al. (2022) state that TikTok helps them discover and comprehend new English words. In some instances, however, the TikTok videos confused their grammar usage. This suggests that viewing the TikTok application has a greater positive impact on college students' English grammar skills than its negligible defects. Biray et.al. (2022) state that TikTok facilitates their acquisition and comprehension of new English words. However, there were instances in which the TikTok videos confused the grammar usage of the users. This implies that viewing the TikTok application has a greater positive impact on the English grammar skills of college students than its negligible defects. While, Alauddin (2023) states that using TikTok to practice tenses makes the process of acquiring a second language more pleasurable, dynamic, and engaging. This research leads us to the conclusion that learning media in studying tenses is essential so that students obtain information from multiple sources.

TikTok shows the students' positive response. Anumanthan & Hashim (2022) state that the majority of the students were interested in creating educational content in the future, as they found TikTok to be an effective and simple tool for creating their verb videos. This study concludes that TikTok is an effective educational instrument, particularly for teaching regular verbs and sentence construction.

4. Using TikTok in Learning Vocabulary

There are several proofs that TikTok gives benefits to students' grammar skills as stated by the previous research. Bernard (2021) states that TikTok videos enhanced the students' attention, interest, and comprehension of the topic being taught in class such as various varieties and genres of TikTok videos affecting the student's learning. The relationship between vocabulary development and the TikTok application. The obtained results indicate that TikTok has a sufficient impact on the vocabulary development of students (Erwani et.al., 2022). Utilizing TikTok in learning English vocabulary for university students helps them expand their English vocabulary (Simanungkalit & Katemba, 2023).

Nainggolan et.al. (2022) state that the TikTok application has a significant effect on students' vocabulary mastery. This can be seen from the average post-test experiment after treatment was 83.03, while the control was 58.92, so it shows that the TikTok application has a good influence on vocabulary learning. It is similar to the findings from Mauriza & Siregar (2022) that the test scores of active users who do not use TikTok that students' vocabulary mastery has a significant impact on their social media usage, especially on TikTok. In addition, parental control and their closest friends are required for the use of social media, specifically TikTok.

TikTok shows the students' positive response. Abidah (2022) states that the majority of students viewed the media used by an English teacher in the teaching and

learning process favorably. They enjoyed acquiring vocabulary, found the materials simpler to comprehend, increased their vocabulary, and had easy access to the media. Using TikTok can be an alternative strategy for the teacher to teach vocabulary in the classroom due to the students' positive attitudes (Rahmawati & Anwar, 2022).

5. Using TikTok in Learning Pronunciation

There are several proofs that TikTok gives benefits to students' grammar skills as stated by the previous research. Muslimah (2022) states that the TikTok video has succeeded in enriching the improvement of students' pronunciation. The students emphasized that their English pronunciation skills improved as a result of extensive exposure to English pronunciation through TikTok videos. According to the ARCS (Attention, Relevance, Confidence, and Satisfaction) motivation categories, it can be concluded that the application of TikTok has an effect on students' pronunciation and increases their motivation (Lyana, 2022). There is a significant difference between the experimental and control classes, with the experimental class using TikTok to teach pronunciation and the control class using traditional methods (Lenia, 2022).

TikTok shows the students' positive response. Pratiwi et.al. (2021) state that the respondents had a favorable opinion of the TikTok application as a video aid, and those who learned English through the TikTok application used it to improve their literacy and speaking skills. In addition, respondents expressed a strong desire to utilize a TikTok application to view and comprehend all content related to fundamental English abilities. The TikTok application can be used as a tool for teaching and learning English pronunciation in the twenty-first century due to its many advantages and effectiveness in assisting students and teachers in teaching and learning activities.

Discussion

TikTok is a video-sharing application that is accessible to users of all backgrounds. Young people enthusiastically use the TikTok application, so instructors can use it as a new medium for education. Similar to YouTube, teachers can share and explain course material through brief videos that students can access. In addition to using short videos, instructors can also conduct live video lectures that students can access. TikTok is a social media owned by the vast majority of millennials and Generation Z. Beginning with the publishing of brief videos, TikTok has now evolved into a marketing tool, and many people use it as a learning tool as well. Generation Z, which is dominated by students, utilizes TikTok not only for entertainment and social media but also to discover learning-related materials and brief recommendations. Educators must be able to follow digital transformation in the learning process to create interesting and up-to-date learning with the times.

TikTok does appear to be a social media platform that is more popular with teenagers but there are also teachers and even students using and sharing it too (Jones & Macpherson, 2021). Educators can use TikTok in a variety of ways, namely by making short videos of steps to solving questions, video tutorials in practice, or even giving interesting uploading assignments to students. When students are given assignments using TikTok, they will feel interested and motivated to do their assignments in an interesting and best way, especially in learning English.

Using TikTok as media provides a rich resource for learning English. This shows that the use of TikTok as a medium has a positive contribution to learning English (Noviani, 2021). This statement is supported by Yovita & Purnamaningsih (2022) that the use of the TikTok application as an innovation for learning media. The TikTok application is easy to use, innovative, and has various advantages and benefits for students and teachers, for example,

increasing interest in learning and motivating students to be creative, interactive communication occurs between students and teachers, and videos can be watched repeatedly with attractive visuals. The use of TikTok application can be useful as a tool in an interactive and interesting learning process. With its ease of use and various functions, the TikTok application can be applied to learning activities (Devi, 2022). The learning process becomes more efficient and effective when interactive learning media or media demonstrate what educators have not provided. With the TikTok application, educators can easily create learning processes that attract students' attention.

Therefore, educators must also be good at taking advantage of these situations and gaps to be things that can encourage educational progress. If in the past many educators assumed that social media only had a negative impact, now educators must be able to manage social media as creative and innovative learning media. The creation of educational content for TikTok is consistent with the current digital era. This gave rise to social media, which can serve as a learning tool because it attracts attention and is close to the digitally-addicted millennial generation. The application TikTok is presently a prominent social media platform. TikTok can be an engaging and entertaining learning tool. The TikTok application is a social media application where each user can only upload videos with the creations they want. In the TikTok application, there are various video editing features. Teachers, of course, must be able to follow current trends and trends that are being followed by students. Therefore, teachers must be able to use it as a learning medium so that students feel no difficulty in learning.

Learning English aims to equip students in understanding English text which is indispensable in the era of increasingly advanced technology with the developments of an increasingly advanced era. Currently, in the modern era, the development of education is accelerating with digital media which makes it easier in learning and accelerates the need for learning which must vary and adapt to current conditions. The large number of users of TikTok who use English, both foreigners and Indonesians, has a positive impact on students. In addition, through TikTok, there are a large number of users or users who create content about English lessons that are packaged in a very interesting, short duration, and clear manner.

The use of TikTok as a learning medium is very helpful for educators and can also provide convenience for students. The use of TikTok as learning is considered practical because almost all students have TikTok. TikTok is very accessible to students and they use it very often in their daily lives. In addition, using TikTok as a means of collecting assignments can make students more creative and also more thorough in doing assignments because students are aware that the assignments they are working on can be accessed or seen by many people not only in Indonesia but also in various parts of the world. Utilizing TikTok as a learning medium. In addition to providing an interesting learning experience for students, educators can also provide supervision of the TikTok accounts they have.

As educators, we cannot stop the flow of technology and the development of social media which is currently flowing fast, but we can take advantage of this fast flow so that we can reach learning goals (education) faster and develop more. The development of technology today is indeed making it easier for us to learn new things. The use of media such as TikTok as a learning medium is also proof. In this era that demands us to be creative, TikTok can be chosen as an interesting learning medium. Starting from content, ease of access, and media, TikTok can be used as a way to learn English more enjoyably. TikTok can package interestingly learning English. It was found that there are four types of subjects from the TikTok application that are often made, namely vocabulary, grammar, pronunciation, and common mistakes (Bahri et.al. 2022). TikTok can be chosen as an interesting learning medium. The material is simple

and useful, learning is not monotonous because it is equipped with writing features that are attractive to the eye and the voice is clear and clear when delivering material.

We as educators (teachers or lecturers) can also give assignments or projects to students to make video material with TikTok. Students will be required to create content using the TikTok application following the competencies and instructional materials determined by the teacher. All subject teachers can use TikTok as a learning medium in class for both innovative student presentations and other teaching media. There are 3 important things that teachers must do in using TikTok as an interesting, innovative, and interactive learning medium. The teachers must understand the features and be able to create their own TikTok content before directing students to create content. It would be nice before we ask students to practice creating TikTok content, we must first understand what features are in the TikTok application and can create their content which can be used as a reference for students to be more creative in making videos. Creativity is needed (Fitria, 2022a). So in this lecture activity, students identify various types of visual elements and load them into a short video, emphasizing the form of an explanation that will be understood audio-visually by employing editing skills (Pranoto & Agraini, 2021).

After the teacher has succeeded in creating TikTok content, then the teacher makes a guide about TikTok features and how to use them. This is to make it easier for students to understand when they are going to create the TikTok content themselves. Guides can be in the form of video tutorials or guides on paper attachments that are equipped with pictures. Those are 3 important things that teachers must do to enable students to be creative in creating content that will be used for learning media in class. Making TikTok content raises student creativity in presenting material more enjoyably. So that students will think about how to make the content as interesting as possible but the content and intent are conveyed properly.

There are several advantages of learning English through TikTok. Learning English, indeed, can be from anywhere. But several advantages we need to know, why you should try learning English through TikTok. Learning English outside of school is likely to incur additional costs. Especially if we choose private English lessons, you will have to pay a lot of money. An alternative step that we can take is to learn self-taught through recommendations for an English TikTok account. Learn anytime and from anywhere. Having flexible study times. We can study while on public transportation, during recess, and even just before we go to sleep so that people can communicate with each other even though they are from different countries. Learn anytime and from anywhere. We can study while on public transportation, during recess, and even just before we go to sleep so that people can communicate with each other even though they are from different countries. That is why all of us need to be able to master English and learn English through recommendations for English TikTok accounts.

CONCLUSION

Learning English through this application is very interesting and impressive because the creators do not just provide explanations and examples but also provide challenges that we feel more courageous to practice what we learn. Learning at this time is not only through classes or teachers, learning can be anywhere and anytime, and with any media. Teachers should create a variety of media that can increase students' interest in learning the language, including using TikTok media as a tool to explain material, practices, remedial or enrichment. English can also be learned through TikTok which is very useful for increasing knowledge. TikTok also has a feature that can answer questions with videos that can be directly asked content creators. TikTok also has the feature of saving videos and adding videos to favorites so that it can make it easier for users to view videos that will be viewed later. The use of the TikTok application

can support the learning process. This is because this application is interactive. So that it can help students in maximizing the learning process. TikTok is a short video-based sharing application that can be easily accessed by all groups and interests. TikTok can be a new medium for learning. The material is simple and useful, learning is not monotonous because it is equipped with writing features that are attractive to the eye and the voice is clear and clear when delivering material.

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THE PRIMARY CHARACTERISTICS OF ENGLISH PRAGMATICS IN APPLIED LINGUISTICS

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Abstract: Pragmatics is a linguistic field that explores the complex relationship between language, context, and meaning. It involves analyzing how speakers and writers use language to convey not only literal information, but also social, cultural, and emotional cues that shape communication. Pragmatics examines how language users interpret and infer meaning based on contextual factors such as tone, gesture, and social norms, and how they use language to achieve various goals and outcomes. By uncovering the hidden meanings and intentions behind language use, pragmatics provides valuable insights into human communication and helps us to better understand how language shapes our social interactions and relationships. Furthermore, pragmatics plays a crucial role in language learning and teaching, as it helps learners develop their communicative competence and understand the nuances of language use in different contexts. It also has practical applications in fields such as advertising, politics, and law, where the use of language can have significant impacts on audience perceptions and behaviors. Overall, pragmatics is a dynamic and multifaceted field that continues to evolve and shape our understanding of language and communication in diverse.

Keywords: *Speech Act, Maxims, Politeness, Deixis, Positive face, Negative face.*

INTRODUCTION

Pragmatics is an essential aspect of language that goes beyond the mere exchange of information between speakers and listeners. According to Huang and Yan (2016), pragmatics involves the interpretation of meaning in context, taking into account factors such as the speaker's intention, the listener's expectations, and the social and cultural norms of the communication situation. In this sense, pragmatics can be seen as a dynamic and interactive process that is influenced by a wide range of linguistic and extralinguistic factors.

One of the key areas of interest in pragmatics is speech acts, which are the basic units of communication that involve both the expression of meaning and the performance of a social function (Searle, 1969). For example, when a speaker says "Can you pass me the salt?", they are not only expressing a request for salt but also performing the speech act of making a request. Speech acts can vary in their degree of directness, politeness, and illocutionary force, and their interpretation can depend on the context and the cultural background of the speakers (Austin, 1962).

Another important aspect of pragmatics is the study of implicature, which refers to the inferred meaning that is not explicitly stated by the speaker (Grice, 1975). For instance, when a speaker says "I don't have any plans tonight", the listener may infer that the speaker is available and willing to do something together. Implicatures can be generated by various means, such as presuppositions, conversational implicatures, and conventional implicatures, and their interpretation often requires the listener to go beyond the literal meaning of the utterance (Levinson, 1983).

Moreover, pragmatics also encompasses the study of discourse, which refers to the extended sequences of language that go beyond the sentence level and involve the interaction between multiple speakers and listeners (Schiffrin, 1994). Discourse can be analyzed in terms of its coherence, cohesion, and genre, and it can reveal important aspects of social identity, power relations, and ideology (Fairclough, 1995).

Pragmatics is a rich and diverse field of study that investigates the complex and dynamic nature of language use in context. By examining how speakers and listeners negotiate meaning, perform speech acts, generate implicatures, and engage in discourse, pragmatics provides valuable insights into the social, cognitive, and cultural dimensions of communication. (Dey, 2021). Yes, there is a close relationship between pragmatics and the psychological language learning process. Pragmatics deals with the way in which context influences the interpretation of language, and this is particularly relevant in language learning, where learners must acquire not only the vocabulary and grammar of a language but also the cultural and contextual knowledge necessary to use it effectively.

Psychological research has shown that language learning is a complex process that involves cognitive, affective, and social factors. Pragmatics plays a critical role in the social aspect of language learning, as it involves understanding the communicative intent of others and using language appropriately in different social situations.

Moreover, studies have shown that the development of pragmatic competence is closely linked to the development of overall communicative competence in second language acquisition (Bardovi-Harlig & Dörnyei, 1998). Thus, it is essential for language learners to have a good understanding of pragmatics to be able to use language effectively in real-world situations.

In summary, pragmatics is a crucial component of the psychological language learning process, as it provides learners with the ability to understand and use language effectively in different social and cultural contexts.

AUTHOR'S DEFINITION

Pragmatics is not just concerned with the meaning-making of a given sentence; it is also concerned with the speaker's concealed meaning. One could argue that pragmatics is the study of what is unsaid. It is dependent on the speaker's concept of what s/he want to communicate to the listener in various settings. It is through pragmatics that a listener or reader can examine the intended meanings, allowing them to research their purposes, within their assumptions, and to explore them in the shape of behavior in state to various acts they wish to execute when speaking with a front audience.

According to Crystal (1987:62-5), pragmatics is concerned with the elements that influence the language we use and its consequences on others. Thus, the pragmatic variables that influence our choice of grammatical structure are the sound pattern and the meaning that we are making by presenting the vocabulary in the intended manner as a means of communication (Crystal, 1987:62-5). Thus, pragmatics tends to be associated with the meaning of words used by people in their social contexts and their choice of words in a context.

According to Robin, the area of pragmatics is defined as the study of phenomena revolving around the various aspects affecting speech situations (1964:23).Leech (1983:13-4), stated that pragmatics is the study of meaning and the way that speech is related to any provided situations, as well as an aspect of how a speech is made in a situation, and it also paves the way for determining a core principle regarding whether it deals with semantic or pragmatic phenomena. The main significant components of pragmatics imply that it is the study of meaning in relation to speech situations.

PRAGMATICS APPLICATION LINGUISTICS

In addition to the concept of utterance, pragmatics also considers the role of speech acts in communication. Speech acts refer to the intentional use of language to perform an action, such as making a request or giving an apology (Searle, 1969). These acts rely heavily on context and social norms in order to be understood. For example, saying "Can you pass the salt?" in a restaurant is a common request, whereas saying the same thing at a funeral may be seen as inappropriate.

Furthermore, the study of pragmatics also involves examining the ways in which speakers use implicature to convey meaning. Implicature refers to the meaning that is implied by a speaker, rather than directly stated (Grice, 1975). For instance, when someone says "It's getting late" during a conversation, they may be implying that they want to end the conversation and leave.

Pragmatics also involves examining the ways in which language is used to accomplish social goals, such as asserting dominance or building rapport (Brown & Levinson, 1987). These

social goals are achieved through the use of politeness strategies, such as the use of indirect language to make requests.

Pragmatics is concerned with the ways in which meaning is constructed and conveyed through language, and how this meaning is influenced by context, social norms, and speaker intentions. By examining these factors, we can gain a deeper understanding of how communication works in various settings

In addition to the concepts discussed above, pragmatics also explores the role of context in determining meaning. Context refers to the situation in which a conversation is taking place, including factors such as the physical setting, the relationship between the speakers, and the shared background knowledge of the participants (Levinson, 1983). For example, if someone says "I'm freezing" in a cold room, the meaning of the statement is influenced by the context of the conversation.

Pragmatics also considers the ways in which language varies across cultures and social groups. Sociolinguistics, a subfield of pragmatics, examines how language is used to signal identity and social status, and how linguistic patterns differ across different communities (Labov, 1972). For example, the use of slang or dialect can signal membership in a particular social group.

Another important concept in pragmatics is the idea of presupposition, which refers to the assumptions that a speaker makes about their audience's knowledge or beliefs. These assumptions are often implicit in the language used, and can be used to convey information indirectly (Stalnaker, 1974). For example, if someone says "I'm going to the gym after work", they may be presupposing that the listener knows where the gym is located and what it is.

Pragmatics is a complex and multifaceted field that explores the ways in which language is used in social interaction. By examining the role of context, social norms, and speaker intentions, as well as the ways in which language varies across cultures and social groups, we can gain a deeper understanding of how communication works and how meaning is constructed through language

SPEECH ACT

Speech acts have been studied extensively by linguists and philosophers to understand the nature of communication and how it is used to achieve social ends. According to Searle (1969), speech acts can be classified into five categories: assertives, directives, commissives, expressives, and declaratives. Each category represents a different type of illocutionary force or intention that is conveyed through speech. For example, an assertive speech act aims to convey a belief or proposition, while a directive speech act aims to get the listener to do something.

The study of speech acts has been further developed by scholars such as Vanderveken (2014), who emphasizes the importance of pragmatic factors such as context and the speaker's intentions in determining the meaning of speech acts. He argues that speech acts cannot be fully understood without taking into account the social and cultural context in which they are used.

Speech act theory has also been used to analyze the role of language in power relations. For example, Fairclough (1989) argues that speech acts can be used to exercise power and control over others, particularly in the context of institutional and political discourse. Similarly, Jørgensen and Phillips (2002) examine the use of speech acts in the construction of gender identities and the reinforcement of gender stereotypes.

The analysis of speech acts has also been extended to nonverbal communication. For example, Kendon (2004) argues that gestures and other nonverbal cues can function as speech acts, conveying meaning and intention in the same way that words do. Similarly, Krippendorff (1986) suggests that visual and graphic design can be seen as a form of speech act, as it involves the intentional use of symbols and images to convey meaning.

In the study of speech acts has provided important insights into the nature of communication and how it is used to achieve social ends. Scholars from various disciplines have used speech act theory to examine a wide range of phenomena, from verbal communication to nonverbal cues and visual design. By understanding the different types of speech acts and their functions, we can better analyze and interpret the messages conveyed in everyday communication

DIFFERENT TYPES OF SPEECH ACTS

Another way to understand speech acts is by categorizing them into three levels: the propositional, illocutionary, and perlocutionary levels (Searle, 1969). The propositional level refers to the literal meaning of the utterance, or what is being asserted. The illocutionary level, on the other hand, refers to the speaker's intention in making the utterance, or what they are trying to accomplish. Finally, the perlocutionary level refers to the effect that the utterance has on the listener, or how it influences their beliefs, attitudes, or behavior (Austin, 1962).

For instance, consider the sentence "Could you pass me the salt?" At the propositional level, the sentence is a request for salt. At the illocutionary level, the speaker is asking the listener to perform an action, namely, to pass the salt. At the perlocutionary level, the effect on the listener could be to comply with the request, to refuse it, or to ignore it altogether.

Understanding speech acts is not only relevant for linguistic theory but also for communication studies, psychology, and philosophy (Mackenzie & Stoljar, 2000). By

analyzing the different levels of speech acts, researchers can better understand how language is used to convey meaning, negotiate social interactions, and shape our experiences of the world.

Speech acts are complex and multifaceted phenomena that involve different levels of analysis, from the literal meaning of the words to the speaker's intentions and the listener's response. By examining these levels, researchers can gain insights into the role of language in social interaction and meaning-making

IMPLICATIONS OF CONVERSATION IN THE FIELD OF PRAGMATICS

Another influential author in the field of pragmatics is Austin (1962), who developed the concept of "speech acts." According to Austin, language is not merely a tool for conveying information, but also a means of performing actions. In other words, when we use language, we are not only describing the world around us, but also engaging in various kinds of social activities such as making requests, giving commands, or expressing opinions.

Searle (1969) further developed Austin's ideas and proposed the concept of "illocutionary acts," which refer to the intended function of a speech act, as well as "perlocutionary acts," which refer to the actual effect of a speech act on the listener. Searle also identified five basic illocutionary acts: assertives, directives, commissives, expressives, and declaratives.

Levinson (1983) also contributed to the study of pragmatics by proposing the concept of "presupposition," which refers to the implicit assumptions or beliefs that speakers and listeners share during a conversation. According to Levinson, presuppositions are an important aspect of communication because they allow speakers to convey meaning indirectly and avoid being too explicit or confrontational.

Finally, Brown and Levinson (1978) developed the concept of "face," which refers to the social identity or image that a person wants to maintain during a conversation. Brown and Levinson identified two types of face: positive face, which refers to the desire for approval or admiration from others, and negative face, which refers to the desire for autonomy or freedom from imposition. They also proposed various strategies that speakers can use to mitigate face-threatening acts, such as apologies, hedges, and indirectness.

THE FOLLOWING ARE FOUR CONVERSATIONAL MAXIMS

- a) Quality: Quality is defined as "what speakers say must be presumed to be true."
- b) Quantity: Quantity refers to the extent to which speakers must be informative, but not excessively so.
- c) Relevance: The speaker must be pertinent to the exchange's aim.
- d) Attitude: The speaker's tone must be clear and without ambiguity.

Additionally, Grice has emphasized the speaker's cooperation principle. These tacit agreements during conversations are these maxims. These agreements are made because of these maxims, which make it easy to interpret what the speaker is trying to convey in various contexts.

Grice's maxims are those that can be consciously effected while speaking in a sarcastic or sardonic tone. It is, indeed, a method of deception. Grice has made reference to relevance theory throughout his creation of conversational implicatures. Deirdre Wilson and Dan Sperber, two linguists, have been more concerned with the concept of relevance to the structure of a dialogue, which maintains the contribution of relevant processes toward matching a context to the addressee's assumptions.

Apart from Grice's maxims, there are other theories that contribute to the study of pragmatics. One such theory is the theory of politeness by Brown and Levinson (1978), which emphasizes the importance of maintaining face during communication. According to this theory, people use various politeness strategies to save face and avoid threatening their conversational partner's positive or negative face needs.

Another influential theory is the theory of implicature by Levinson (2000), which builds on Grice's conversational implicature. According to Levinson, implicature is a type of inference that goes beyond what is explicitly said in a conversation, and relies on the cooperative principle and other contextual cues to interpret the speaker's intended meaning.

Clark and Brennan's (1991) common ground theory is also relevant to the study of pragmatics, as it emphasizes the importance of shared knowledge and assumptions between conversational partners. According to this theory, people use various linguistic and non-linguistic cues to establish and maintain a common ground, which facilitates successful communication.

Finally, Gumperz's (1982) theory of contextualization cues emphasizes the role of situational and cultural factors in shaping the meaning of language use. According to this theory, people use various contextualization cues such as tone of voice, gesture, and social roles to interpret the intended meaning of a conversation.

POLITENESS

Politeness is an essential aspect of pragmatics, and several scholars have studied the phenomenon from various perspectives. Brown and Levinson (1978) proposed the theory of politeness, which suggests that speakers use different strategies to save face and maintain their own and their interlocutors' positive or negative face needs. These strategies include the use of indirectness, hedges, and mitigators, among others. Similarly, Lakoff's (1975) theory of language and gender highlights the importance of politeness in gendered communication, suggesting that women are socialized to use language that is more polite and deferential than men. In contrast, Holmes (1995) argues that politeness is a universal feature of communication, but that the specific strategies used may vary across cultures. Other scholars, such as Leech (1983) and Watts (2003), have studied politeness in terms of its social and cultural functions, arguing that it serves to establish and maintain social hierarchies and power relations. Overall, the study of politeness in pragmatics highlights the complex and multifaceted nature of human communication, and underscores the importance of understanding the social and cultural contexts in which language use occurs

Politeness is a broad term that refers to a speaker's attitude toward the addressee's differing wishes in various situations. In year, English linguists Levinson and Penelope Brown will examine the linguistic expressions of politeness (1979). They offered several significant tactics for bridging the disparities in maximiz- ing in interactions, such as the use of formal language in terms of address or indirect speech acts. The purpose of these strategies is to provide a means of accomplishing specific objectives. As a result, there is a predetermined order in which to address an addressee. One of the primary names used to describe these methods is "face," which refers to the face that reflects the speaker's self-image in public and can be classified into two broad categories.

Positive facial expression.

Negative facial expression

POSITIVE AND NEGATIVE FACE

Positive and negative face are key concepts in politeness theory and are used to describe individuals' desires to be respected and valued by others. Brown and Levinson (1987) define positive face as the desire for inclusion, solidarity, and approval from others, while negative face refers to the desire for independence, autonomy, and freedom from imposition. In conversation, speakers use various strategies to satisfy their own and their interlocutors' face needs, such as indirectness, euphemism, and politeness markers (Pomerantz, 1978; Goffman, 1967). Face-threatening acts, on the other hand, can damage individuals' face, leading to

feelings of embarrassment, offense, or anger (Ting-Toomey, 1994). Therefore, understanding positive and negative face needs is crucial for successful communication and social interaction.

Despite the importance of positive and negative face, the concept has been criticized for being too simplistic and failing to capture the complexity of face needs in different cultures (Kádár & Haugh, 2013; Ide, 2017). Researchers have also highlighted the need to consider other factors, such as power and status, in face-threatening situations (Arundale, 2010). Furthermore, recent studies have explored the role of social media in face-to-face communication and the impact of technology on individuals' face needs (Nguyen, 2017; Kim & Lee, 2019). Overall, the positive and negative face concept remains a crucial aspect of pragmatics and highlights the social and cultural dimensions of communication.

Positive facial expressions convey the individual's wishes and can be acknowledged and respected by others. A negative face expresses the desire to speak about social behavior without being constrained by a limited set of options. As a result, Politeness serves as the face of the other. The act of face saving is associated with a social action that signifies one's uniqueness. It demonstrates the significance of inner desire and fear. On the other hand, a face-threatening conduct might have an effect on the actions of others; it may be interpreted as an insult.

There are numerous linguistic ways for diminishing a threat's negative face. For instance, to annoy someone or to apologize in a positive manner for highlighting a point about a shared interest in something, or to make a proposal to an addressee.

DEIXIS

Deixis is a fundamental concept in pragmatics that refers to the way speakers use language to refer to entities in relation to their context of utterance (Levinson, 1983). Deictic expressions, such as pronouns, demonstratives, and temporal adverbs, have meaning only when they are used in a specific context, as they rely on the speaker's and listener's shared knowledge of the situation (Fillmore, 1971). For example, the pronoun "I" can only be understood as referring to the speaker in a particular context, and the meaning of the demonstrative "this" depends on what the speaker is pointing to at the time of the utterance.

Deixis is crucial in language use, as it allows speakers to refer to entities in a particular space and time and to convey their perspective and stance (Levinson, 1983). Moreover, deixis can also convey social relationships, such as power and solidarity, as speakers can use different deixis to signal their position in the interaction (Verschueren, 1999).

Despite its importance, deixis can also cause confusion and misunderstandings, especially when the context of the utterance is not clear or when the interlocutors have different

perspectives (Huang, 2007). Therefore, speakers need to be aware of the contextual information and use deixis appropriately to convey their intended meaning.

In conclusion, deixis is a fundamental concept in pragmatics that refers to the way speakers use language to refer to entities in relation to their context of utterance. Deictic expressions allow speakers to convey their perspective, stance, and social relationships, but can also cause confusion and misunderstandings if not used appropriately.

According to Schifffrin (1994), deixis involves the use of linguistic expressions to refer to entities that are located in the immediate physical or social context of the speaker and listener. In other words, deixis is used to locate people, objects, and events in space and time, as well as to establish social relationships and identity.

Deixis can be further classified into three types: person deixis, spatial deixis, and temporal deixis (Lyons, 1977). Person deixis refers to the use of pronouns and other linguistic expressions to refer to the speaker and listener, as well as to third parties. Spatial deixis refers to the use of linguistic expressions to refer to physical space, such as demonstratives ("this," "that," "here," "there"), locative adverbs ("above," "below," "next to"), and spatial prepositions ("in," "on," "under"). Temporal deixis refers to the use of linguistic expressions to refer to time, such as adverbs ("now," "then," "soon") and tense markers ("yesterday," "tomorrow").

The use of deixis is highly dependent on the context of the utterance and the shared knowledge between the speaker and listener. This can lead to ambiguity and misunderstandings when the context is unclear or when there are different interpretations of the same utterance (Levinson, 1983). Therefore, speakers must be mindful of the context and use deixis appropriately to convey their intended meaning.

Deixis is an essential concept in pragmatics that allows speakers to locate entities in space and time and establish social relationships and identity. It can be classified into three types: person deixis, spatial deixis, and temporal deixis. The appropriate use of deixis requires an understanding of the context and shared knowledge between the speaker and listener.

CONCLUSION

In conclusion, the study of English pragmatics has broad implications for human communication beyond its specific goals. By developing models for effective speaking and writing in various social contexts, researchers in linguistics can gain insight into the factors that influence speaker choices and the ways in which language reflects personal and cultural identities. According to Crystal (2003), pragmatics allows us to understand the deeper meanings conveyed by contextual information, going beyond the surface-level ambiguities of words. This theoretical framework can be useful for applied linguistics researchers seeking

to understand the complexities of language use in real-world situations. It is important to note that pragmatics differs from semantics, as it is concerned with meaning beyond the literal interpretation of words (Levinson, 1983). Ultimately, the study of pragmatics offers valuable insights into the role of language in shaping our social interactions and personal identities

Competing Interests:

There is no conflict of interest in this work.

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UTILIZING TEAMS GAMES TOURNAMENT IN TEACHING READING TO ENHANCE STUDENTS' COMPREHENSION ON NARRATIVE TEXTS

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Abstract: The present study has the main objective to test whether the Teams Games Tournament (TGT) method can improve students' reading comprehension on narrative texts. To answer the formulation of the problem, this study utilized a quasi-experimental method by involving an experimental class and a control class with data collection techniques through observation, reading comprehension test, and interviews. The results of this study reveal three main points: First, a comparison between the results of the t-test and t-table at a significant level of 5% showed $t_t > t_0$ or $9.13 > 1.67$. This means that the Teams Games Tournament can enhance students' reading comprehension on narrative texts. Second, the TGT method can increase student cooperation, train courage to express opinions, build discipline, caution, and tolerance towards fellow students. Third, this method can also create a competitive learning climate and encourage students to become active learners.

Keywords: *read comprehension, narrative text, teams games tournament, quasi experimental*

INTRODUCTION

Reading cannot be denied, has an important role for the development of language and knowledge of students. Reading activity offers many benefits for students. For instance, it helps students to explore knowledge, add new vocabulary, introduce the correct sentence structure, and enrich students' insights. As a matter of fact, understanding the meaning of various English texts where English is positioned as a foreign language is often not easy, especially when English foreign learners try to understand English texts thoroughly (Ara Ashraf, 2018).

In numerous cases (Badriyah & Rahmawati, 2020; Lumbantungkup et al., 2022; Septiana, 2021; Yuvirawan et al., 2021), it was frequently discovered that some students did not have a good understanding of reading English texts, because they did not have a large vocabulary mastery, an in depth understanding of language features and generic structure of text, poor pronunciation, low motivation and reading intensity, as well as no mastering effective reading strategies. Based on the results of observation at a secondary school in Banten Province, many students have difficulty understanding English texts (in this case, narrative texts) if there are numerous paragraphs in the text. This is one of the factors that makes reading activities to be exhausting, boring and tough for students in the process of reading in class.

Meanwhile, based on interview with Ms. Azra (a pseudonym), teachers frequently face a number of challenges when teaching narrative texts, including: First, students have trouble understanding reading texts since most students are uninterested in reading English texts. Second, many students dislike learning English. As a result, they lacked vocabulary mastery and a good understanding of grammar. Third, most students afraid of making mistakes when reading English texts. This is because students are less familiar with the proper intonation and

correct pronunciation when reading English texts. This is because while reading English literature, students may not be as familiar with the proper tone and pronunciation. Fourth, the English teacher acknowledges that she has not been maximal in applying effective learning methods and learning media.

Therefore, to overcome the prior problems especially in an effort to increase students' comprehension and interest in reading, an effective and attractive teaching method is needed that can make students more interested in reading and make it easier for them to understand the text. Numerous contemporary scholars (Karman & Indriani, 2021; Sa'adah, 2017; Tashliyev et al., 2018) have recommended the Teams Games Tournament method (hereinafter glossed by as TGT). Because the TGT method provides opportunities for students to be more active in collaborative teamwork to achieve the best grade for the material being studied. In addition, even intelligent students can assist less intelligent students in working cooperatively and enlivening the atmosphere of classroom more passionate and less monotonous. According to a number of previous studies (Faricha & Huda, 2019, 2020; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020), teaching reading using the TGT method can inspire students to study and enhance their reading comprehension.

The TGT is one form of cooperative learning that all students can easily apply since group instruction and the game may help students easily comprehend the subject matter. The TGT is one of cooperative learning that is simple to implement. It involves the activities of all students and appears to have no status differences. It also involves the role of students as peer tutors and has game and reinforcement aspects (Slavin, 1991). Students can work on their own projects more easily in groups (Karman & Indriani, 2021). In conclusion, Teams, games, and tournaments which represent the TGT is a method used in academic competition that employed quizzes to establish student's scoring system.

In practice, the team part asks students to create groups, and each group meets to discuss the assigned material. There are also exercises or questions pertaining to the information in the game portion. To gauge how well everyone comprehends the material, this is done. On the other hand, tournaments are competitions where a competitive framework is adhered to in order to finish a game or assignment. Team members must respond to questions in order to score points for their group (Fauziyah et al., 2021).

The TGT offers advantages based on a cooperative learning method that encourages student participation from the start of learning to its conclusion. Because it combines learning, playing, and competition, this method can draw students' attention and stimulate an interest in learning (Sa'adah, 2017). Each student can participate in the numerous groups that make up the group using this technique, which also incorporates play and competitive elements that can motivate kids to put up their best effort to earn their team the most points.

In addition Shoimin (2014) also lists some advantages of the TGT, including: (1) encourage student participation so that all students not just those who excel academically take part actively and play significant roles in their groups; (2) students' interpersonal communication abilities are enhanced' (3) encourage cooperation and respect among group members; (4) encourage students to get enthused about the reward; (5) encourage students to learn more by using a game or tournament to reinforce the lesson; and (6) encourage students to think critically.

Indeed, numerous researchers have investigated the utilization of TGT in the learning process. For instance, Rahmawati (2021; Yuliawati (2021) who employed TGT to improve student motivation for learning. However, Sa'adah (2017) who focused on the implementation of cooperative learning model with TGT method to improve interests and leaning outcomes. Another study conducted by Toifur & Kurniawan (2022) who utilized TGT to enhance students' communication skills. Similar to the prior studies, Enstein et al., (2022) also used TGT in designing learning models that were influenced by elements of the local culture. Meanwhile, several recent studies have also been conducted by many researchers (Faricha & Huda, 2019, 2020; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020; Tashliyev et al., 2018) on the application of TGT in reading English texts. This study generally concludes that TGT allows students to carry out learning activities together, exchange critical thoughts about their ideas, and express their different perspectives.

Different from previous studies, this study aims to fill the gap between existing theory and research findings. especially highlighting how the English teacher uses the TGT method to improve students' reading comprehension on narrative texts. By implementing the TGT, it is hoped that students would be more motivated to read English texts, collaboration between students will be established in the learning process, as well as the learning atmosphere will become more enthusiastic. Finally, to achieve the research objectives, the research problem which proposed of this study is does the TGT method can improve students reading comprehension on narrative text?

RESEARCH METHODOLOGY

To address research problems in this study, the researchers employed a quasi-experimental method. In this study, there were two groups: an experimental group and a control group. A quasi-experimental approach was used because it was both appropriate for this study and reasonably simple to carry out (Sugiyono, 2010). Naturally, quasi-experimental research will compare participant behavior in two groups that have been randomly chosen, divided into a control and treatment group, and then subjected to a control and experimental treatment (Menz, 2003). In addition, according to Fraenkel & Wallen, (2012) the research design of a quasi-experimental study can be described as follows:

O_1X	O_2
O_3	O_4

Image 1. Research Design

Where:

- O_1 : Experimental group before giving treatment
- O_3 : Control group without treatment
- X : Treatments (Teams Games Tournament)
- O_2 : Experimental group after receiving treatment
- O_4 : Control group without receiving treatment

The data were gathered simultaneously through interview, observation, and reading tests (pre-test and post-test). Furthermore, having given post-test to both groups, then data of post-test will be calculated statistically by using the following formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_1^2 + \sum Y_2^2}{N_2 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

RESULT AND DISCUSSION

In this subsection, data from observation, interviews, and reading test (post-test) will be presented in detail. Data from observation were taken from the interaction of teacher and students during the learning process. In this case, the observation data was only obtained from the experimental class which received treatment. To achieve the desired results, the treatment was carried out for four meetings. The implementation TGT as treatment in general has five stages, namely: presentation, teams, games, tournament and recognition (Rusyani et al., 2021).

The first step is presentation, at the beginning of learning the teacher design lesson plan, provide instructional materials and other equipment that support learning process. Then, the teacher explained the learning objective and procedures of the TGT. In this case, the teacher must ensure that all students really understand the steps of learning by using the TGT. Before implementing the TGT, teacher previously explained the narrative text as a whole. She explained the definition, generic structure, types, language features, and model of narrative text. Based on the researchers' observation, at this stage students began to focus on paying attention and understanding narrative texts, but there were also a small number of students who were less focused and did not pay much attention to the teacher's explanation. To overcome this, the teacher asked all students to read the narrative text in turn so that all students participated.

The second step was team division. In this steps teacher classified students into groups. One group consisted of 4-5 student who have been arranged heterogeneously according to students' results in the pre-test. By dividing the team heterogeneously, it will produce an academic team with nearly the same or equivalent abilities. In the group, students were expected to understand and learn the materials cooperatively. In addition, they were also required to discuss and prepare group members to work better and optimally during the tournament. At this step, based on the researchers' observation, students began to learn to work together and trusted their friends and learnt to express opinions and accepted different opinions.

The third step was game. This game consisted of questions related to the material to test students' ability to understand narrative text. In practice, the teacher gave card numbers, worksheet, and answer sheets to all groups. Each student took a card and answered the questions, if the student's answer was correct, the card number will be stored for proof of the score. The team that got the highest score was the winner. Based on the researchers' observation, this activity succeeded to make students more active, in learning process, increased student's ability in communication, fostered a sense of mutual respect and friendship in groups, created enthusiastic learning atmosphere and assisted students to understand narrative texts in a depth.

The fourth was a tournament; students played games with different abilities with three students at the tournament table. Students switched positions and carried out the same procedure. The game proceeded clockwise until the time was up. After the game was over the teacher evaluated all learning activities and discussed the problems they encountered when answering questions about the narrative texts. Based on the researchers' observation, at this step most students were able to develop a careful and discipline attitude, able to apply procedures of the TGT, and practiced thinking skills in concluding a narrative text.

The last step was team recognition, after the tournament or game ends, the teacher announced which group wins and they obtained prizes for achievements. The teacher also gave encouragement to other groups to be more enthusiastic. Based on the researchers' observation, at this stage all students have learned to be tolerant, more confident and think systematically, as well as dare to express opinions concisely and clearly.

After giving treatment, the researchers then gave a post-test to all students from both groups. For codification purposes, the experimental class is coded X and the control class is coded Y. The post-test result was shown in table 1 as follows:

Table 1. The Post-Test Scores

No	X ₁	Y ₂	x ₁	y ₂	X ₁ ²	Y ₂ ²
1.	88	52	9.79	9.14	95.84	83.53
2.	84	60	5.79	17.14	33.52	293.77
3.	88	64	9.79	21.14	95.84	446.89
4.	76	40	-2.21	-2.86	4.88	8.17
5.	64	40	-14.21	-2.86	201.92	8.17
6.	72	8	-7.21	-34.86	51.98	1215.21
7.	96	56	17.79	13.14	316.48	172.65
8.	40	28	-38.21	-14.86	1460.00	220.81
9.	84	88	5.79	45.14	33.52	2037.61
10.	80	20	1.79	-22.86	3.20	522.57
11.	88	20	9.79	-22.86	95.84	522.57
12.	60	40	-18.21	-2.86	331.60	8.17
13.	64	60	-14.21	17.14	201.92	293.77
14.	84	12	5.79	-30.86	33.52	952.33
15.	88	40	9.79	-2.86	95.84	8.17
16.	96	20	17.79	-22.86	316.48	522.57
17.	80	28	1.79	-14.86	3.20	220.81
18.	84	36	5.79	-6.86	33.52	47.05
19.	88	40	9.79	-2.86	95.84	8.17
20.	72	60	-6.21	17.14	38.56	293.77
21.	60	32	-18.21	-10.86	331.60	117.93
22.	84	44	5.79	1.14	33.52	1.29
23.	72	44	-6.21	1.14	38.56	1.29
24.	80	48	1.79	5.14	3.20	26.41
25.	76	28	-2.21	-14.86	4.88	220.81
26.	80	88	1.79	45.14	3.20	2037.61
27.	88	52	9.79	9.14	95.84	83.53

28.	68	36	-10.21	-6.86	104.24	47.05
29.	72	30	-6.21	-12.86	38.56	165.37
30.	88	84	9.79	41.14	95.84	1692.49
31.	92	60	13.79	17.14	190.16	293.77
32.	36	52	-42.21	9.14	1781.68	83.53
33.	76	16	-2.21	-26.86	4.88	721.45
34.	80	20	1.79	-22.86	3.20	522.57
35.	80	60	1.79	17.14	3.20	293.77
36.	88	20	9.79	-22.86	95.84	522.57
37.	88	60	9.79	17.14	95.84	293.77
38.	88		9.79		95.84	
$\Sigma X_1 =$		$\Sigma Y_2 =$	$\Sigma X_1^2 =$	$\Sigma Y_2^2 =$		
2972		1586	-0.98	0.18	6563.58	15011.97
$\bar{X} : 78.21$		$\bar{Y} : 42.86$				
$\sigma : 13.12$		$\sigma : 15.83$				

From the table 1, the researchers obtained data as follows $\Sigma X_1 = 2972$, $\Sigma Y_2 = 1586$, $\Sigma X_1^2 = 6563.58$, and $\Sigma Y_2^2 = 15011.97$. Moreover, the table 1 also shows that the mean score of experimental group was 78.12 with standard of deviation was 13.12. In the meantime, the mean score for control group was 42.86 with standard of deviation was 15.83. Afterwards, the researchers compared the result of post-test from both groups by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\Sigma X_1^2 + \Sigma Y_2^2}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1}{N_1 \cdot N_2} \right\}}}$$

$$t_0 = \frac{78.21 - 42.86}{\sqrt{\left\{ \frac{6563.58 + 15011.97}{37 + 37 - 2} \right\} \left\{ \frac{38}{38 \cdot 37} \right\}}}$$

$$t_0 = \frac{35.35}{\sqrt{14.98}}$$

$$t_0 = \frac{35.35}{3.87} = 9.13$$

After the t-test was carried out, the researchers then compared the results of the t-test with the t-table at a significance level of 5%, namely 1.67. Thus, the results of the t-test show that $t_t > t_0$ or $9.13 > 1.67$. In other words, it can be summed up that Teams Games Tournament can improve students' reading comprehension on narrative texts.

In addition, to deepen and complete the data that has been obtained, the researchers also conducted an interview with a student. This interview aimed to determine student responses after learning by using the TGT. In the interview Olivia (pseudonym) stated that

At first, I was one of the students who was not interested in learning English, because I did not have good vocabulary and grammar mastery. Besides, I often felt afraid to practice speaking or answer questions in English. However, after learning English by using TGT, my confidence started to grow, because in a heterogeneous group we helped each other, exchanged opinions, and worked together to become winners in tournaments. The interesting thing about learning using TGT was that we competed in a healthy manner and the learning environment became more challenging.

In the final analysis, based on all the data that has been obtained, it can be concluded that the TGT has proven effectively to improve students' reading comprehension on narrative texts. This was reflected in the results of the t-test which showed that $t_t > t_0$ or $9.13 > 1.67$ at a significance level of 5%. Actually, this result was certainly not much different from several previous studies which claimed that the TGT method can improve students' reading comprehension (Faricha & Huda, 2019, 2020; Fauziyah et al., 2021; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020; Tashliyev et al., 2018), communication skills (Toifur & Kurniawan, 2022), motivation (Yuliawati, 2021) and student achievement scores (Sa'adah, 2017).

However, what distinguishes this study from the previous studies was that this study succeeded in uncovering new findings from the implementation of the TGT in teaching reading on narrative texts, namely students have better thinking skills especially in understanding definition, types, general structure, and linguistic characteristics of narrative texts. This was possible because the TGT method provided broad opportunities for students to collaborate and discuss with their group mates simultaneously. Besides, in the affective domain, student progress can be seen from the cooperation and trust between students that have been built, the courage to express ideas, careful and disciplined attitude, as well as the openness to accept differences of opinion (mutual respect). Finally, this study also revealed that the use of TGT in reading narrative texts can also create a competitive learning climate and trigger students to be active in learning.

CONCLUSION

The findings of this study reveal that many English foreign learners have difficulty comprehending narrative texts as a whole. The English teacher employed the Teams Games Tournament method which has been recommended by educators and has been proven scientifically by several previous studies to address this issue. The results of this study reveal three main points. First, based on the result of t-test, the comparison between the t-test and t-table at a significance level of 5% shows that $t_t > t_0$ or $9.13 > 1.67$. Thus, it can be concluded that the Teams Games Tournament can enhance students' reading comprehension on narrative texts. Second, the findings of this study also reveal that the TGT method can train students' cooperation and courage to express ideas, build an attitude of trust in friends, carefulness, discipline, and openness to accept differences of opinion (mutual respect). Third, the TGT method can also encourage students' reading motivation and trigger students to be active in learning as well as can create a competitive learning climate.

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BANJARESE WOMEN'S LANGUAGE FEATURES: A GENDER STUDY

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Abstract: This research is an attempt to describe the language features of Banjarese women that distinguish them from the ones of men. In this study, the researchers aim to explain the features in a broader setting that is not limited to one specific interaction space. This research is qualitative research. The main instrument of this research is the researchers themselves. Data is collected through transcripts of recorded conversations taking places in three different settings. This research is carried out in South Kalimantan context where the Banjarese language is used in the daily interactions of the people. The data is analyzed using the theory of Female Language Features from Lakoff & Bucholtz (2004) as the research protocol. Some findings of this study contradict the general concepts of language and gender which differentiate the language features of women and men. In daily interactions, Banjarese women and men show supportive or competitive interactions in their conversations. Banjar women can also use harsh words in their interactions with other women or with the opposite sex. However, research with a wider context is needed in the future before concluding that Banjar women and men are equivalent in linguistic behavior.

Keywords: *gender, language, Sociolinguistics, Banjarese*

INTRODUCTION

Born as woman or man does not only decides one's biological role but also social responsibilities and expectations. Virtually, all researchers agree that women and men are bind by different set of rules and limitations when it comes to the language use. Even decades after the study about language and gender gained attention from the researchers, this topic has not been exhausted yet. Researchers do not stop only on identifying how women and men speak differently but the underlying ideology of why it occurs.

In response to the fundamental question of gender and language, "Why do women speak differently than men?", Holmes (2008) offers an explanation based on her observations. There are four reasons that make women's language behavior different from men. The first reason is because of social status. In almost every society around the world, women have a lower social status than men. This is proven by the difference in social sanctions between women and men when violating norms in society. Women will receive tougher social sanctions, for example, being gossiped about or ostracized in society when compared to men.

The second reason has to do with the role of women as guardians of social values. Mothers are expected to be able to teach social values and maintain these values for their children. If the child makes a mistake, the mother is often blamed for not being able to educate

her child. Women are given an unspoken burden to ensure that values in society remain sustainable. So, it is not surprising that mothers reprimand children more when they make mistakes compared to fathers.

The third reason is still related to the first, namely the social status of women in society. In many parts of the world where the society is patriarchal, men are situated in a higher position compared to women (Panuntun & Chusna, 2022). Because women have a *subordinate* or lower status, it is only natural that they are required to be more polite. People at the bottom of the social ladder must be more polite in their language than those at the top. As a result, it is not surprising that women speak more softly and politely than men. The last reason is because vernacular language is associated with masculinity. Therefore, men who speak too formally and politely will be considered feminine. As a result, to show the masculine side, men tend to choose non-standard language or vernacular language in their daily lives.

The study of gender began to gain worldwide attention during the second wave of feminism towards the end of the 1960s because at that time women were more aware of the inequalities they faced in society. The disparity between women and men is not only seen in the general opinion that women are closely related to household chores but is also seen in the use of language by women.

The relationship between language and gender can be manifested in three kinds of relationships according to Graddol and Joan (2003), namely:

1. Language reflects gender division

The use of language is directly tied to behavioral and social tendencies. Language use can be somewhat influenced by the social experiences of men and women. Thus, it is believed that language is a reflection of society. Language distinctions between men and women will persist as long as society regards men and women differently, which is just a reflection of social distinctions.

2. Language creates gender divisions

According to this perspective, language plays a significant part in creating and maintaining gender distinctions. The way we speak in different social circumstances can reflect preconceptions about men and women, and these biases have an impact on how men and women are expected to behave in society. This leads to the belief that social interactions and personality are shaped through language. As a result, speakers who study linguistic distinctions might learn about the differences that are significant in a specific culture.

3. Language and social structure influence each other

This concept demonstrates how language elements in the division of gender promote non-linguistic mechanisms. This is seen by the way language perpetuates the old ideas of femininity and masculinity. However, social theories pertaining to language are required in order to determine whether these conventional ideas are harmful to women.

According to Sadiqi (2003), there are five theories related to gender and language. The five theories are as follows:

a) Deficit Theory

This hypothesis contends that women's verbal skills fall short of those of men. As a result, it is believed that women imitate men's language, despite the fact that men are largely responsible for language creation. Women cannot convey their feelings and thoughts through language as effectively as men can, hence their language can never be as good as that of males.

Lakoff & Bucholtz (2004) disputes this notion, arguing that the difference in how men and women communicate is caused by the social marginalization of women, which forces women to speak in ways that might convey their lower status than males. Women cannot express themselves as effectively as men do as a result.

b) Domination Theory

According to this dominance theory, there are discrepancies between how men and women communicate as a result of their unequal power relationships. Because they hold more political and cultural sway than women, men predominate in language. Men have the capacity to manipulate a variety of things with this capability, including language.

Given that some people concur with it while others disagree, this hypothesis is still up for debate. The concept of power as it is presented in this theory, in the opinion of those who reject it, is oversimplified. In actuality, the speaker's experience and social standing are more significant in the communication process than their gender. This implies that women with higher social rank in society are more likely than men to be able to use language more effectively.

c) Radical Theory

This theory is based on the Sapir-Whorf hypothesis as well as Orwell's idea that language shapes how people perceive the outside world. Women are only viewed as adopters of what has been developed by males because it is believed that men are the ones who create language and with which the world may be reasoned with. As a result of their limited linguistic expression, women have limited experiences and perceptions.

d) Difference Theory

According to this view, men and women have different sociolinguistic cultures since they do not interact in the same way. Feminists contend that women are superior than males in several linguistic fields. This hypothesis has drawn a lot of flak for focusing more on the contributions of women to language while ignoring sociological data pertaining to gender disparities in society.

e) Reformist Theory

Reformist feminists condemn sexist terminology in this theory. They claim that this sexist rhetoric is unfair and prejudiced. By refraining from using sexist language and favoring neutral

terms, feminists call for language to change. Even though this idea is widely popular, it has not been immune from criticism because it is difficult to transform society as feminists demand because we have no control over what others think and mean.

It is important to know some of the terminology used to directly represent men and women in language. There are four terms as stated in Hellinger and Bubmann (2002):

1. Gender in the grammatical system

The gender category in the grammatical system is a key topic in linguistics. This category may include three gender classes in various languages, such as feminine, masculine, or neutral. The basic portion of a noun that governs the kind of agreement, such as articles, adjectives, verbs, numerals, or prepositions that might follow nouns, is referred to as gender in grammatical systems.

Kramer (2020) further explained how grammatical gender assigned to nouns. There are two systems of gender classification. The first is semantic gender assignment. Semantic properties, affixes, or noun's discourse referent are used to classified nouns by using this system. The second system is used for nonsemantic gender. In this case, the gender is assigned arbitrarily or according to a morphological or phonological property.

2. Gender in Lexical

Gender is typically employed in linguistics as an extralinguistic characteristic to denote feminine or masculine properties. In certain languages, nouns have a definite gender (for women or for men). Neuter nouns can be found in a wide variety of words, though. Citizens, patients, and individuals are some examples of neutral nouns. Lexical gender is crucial for shaping the style of terminology, terms of address, and pronouns in all languages.

In many different languages, lexical gender is particularly an important parameter in the structure of kinship terminologies, address terms, and many basic frequently-used personal nouns. Lexical gender may or may not be morphologically marked. In English, most human nouns are not formally marked for lexical gender, except certain nouns such as widow–widower or steward–stewardess.

3. Gender for Reference

It is possible to think of referential gender as a language expression that draws on extralinguistic reality. This indicates that when colloquial expressions are used, a word can alter its core grammatical and lexical function to become feminine, masculine, or neutral.

4. Social Gender

The social division between the genders of men and women is known as social gender. This indicates that nouns only develop in social contexts where there are no grammatical or lexical distinctions between feminine and masculine terms. For instance, the male pronoun *he* is used in several higher-class occupational titles in English, such as *lawyer*, *surgeon*, and *scientist*. Meanwhile, *she* would be used to allude to lower-level occupations like *secretary*, *nurse*, or *educator*.

5. “False generics”: Generic masculines and male generics

Grammatically feminine personal nouns mostly refer to female-specific (with only few exceptions). On the other hand, grammatically masculine nouns refer to broader lexical and referential potential. Meanwhile, in languages without grammatical gender male generic usage is the traditional androcentric practice in cases of gender-indefinite reference. The concept of “generic masculines” or “male generics” has long been the center of debates about linguistic sexism in English as well as other languages. The asymmetries involved, such as the choice of male or masculine expressions as the normal which resulted on invisibility of female or feminine expressions are reflections of an underlying gender belief system. As the result, it creates expectations about appropriate female and male behavior.

Many notable works about language and gender have been published during the last few decades and have greatly influenced the current studies. Zimmerman & West (1975), for example, mentioned that men used interruptions to dominate the conversation more often than women because men perceive conversations as competition. On the other hand, women build solidarity through conversation and tend to be more affectionate during talks (Holmes, 1995; Tannen, 1992). Women used interruptions to show support or being empathetic to their counterparts.

Are women and men now equal in society? More studies about language and gender are conducted, not only in Western context but also in Asian context. Observing the Chinese speakers, Chan (1997) mentioned that women’s and men’s language are different. Chinese women should talk politely, refrain themselves from showing their emotion, and should not use taboo language. Similarly, speaking in a language with complex linguistics form and pattern, Thai women need to consider many different aspects before deciding the language they are going to use in formal or informal situation. An inappropriate choice of language may result in negative response (Attaviriyapap, 2015).

Nevertheless, language is unique and diverse. Thus, it is important to note that there is no such thing as one size fits all when it comes to theories in language. New study about language will always bring fresh perspectives and contribute to better understanding towards the diversity of language. A different angle is also expected in the more recent study about language and gender. Thus, this study offers another context to the already established frame of language and gender. Observing the language use of Banjarese people in South Kalimantan, this study is conducted to find out how Banjar women are positioned in society, which can be seen from the way they speak. As previously explained, the use of language can be a powerful tool for expressing what is happening in society. Therefore, in this study, the researcher intends to analyze cross-gender spoken interactions that occur in Banjar society.

In the context of the Banjar community, research related to gender and language issues has been studied by many researchers in different scopes. Analyzing the use of language on ‘*Baantaran Jujuran*’ (a ceremonial event prior to wedding reception) in Banjarmasin, Huda (2016) found that the advice given by elders were gender biased. During this event, some elders would give marriage advice to the bride-to-be and groom-to-be. However, the study found that

most advised were addressed to the bride-to-be, highlighting the expectation of society to women as the ones responsible to keep their marriage.

Similar conclusion regarding women's role in Banjarese society is drawn by Lestary and Mubarraq (2019). Observing the swearing words used by men and women, they noted that Banjarese women used words related to vegetables for cursing, which was uncommon for men. This phenomenon is mostly related to the domestic roles of women, such as doing chores and taking care of husbands and children. The submissive roles of women and dominant roles of men are also highlighted by Vidiadari (2017). She mentioned that the gender relation in Banjarese society is rooted from the patriarchal ideology and legitimated by Islam Banjar.

Although research related to language and gender in Banjar society is not something that can be said to be new, the focus of previous research has been very limited and segmented. Therefore, this research tries to look at issues of gender and language in the Banjar community in a wider context, namely the context of daily interactions. Thus, the data obtained will be more authentic.

This study aims to explain the differences in the language features of Banjarese women and men in their daily interactions. Through this research, it is hoped that the socio-cultural situation of the Banjarese people, which is the background to the differences in the language features of the population based on gender, can be scientifically explained.

METHODOLOGY

This research is a qualitative study. The purpose of this study is to describe the language features of Banjarese women that differentiate them from the language features of men from the same community. Because this is a qualitative study, the researchers are more concerned with the quality of the data found in the field rather than the quantity of data. The Banjar people of both genders—men and women—who interact naturally in their daily lives served as research subjects.

Data was obtained in several places: classroom, food stall, and cafe. The participants of the conversation taking place in the classroom consisted of two male students and three female students. The participants of the conversation happening in the food stall were two male students and two female students who were enrolled as the fourth semester students at STKIP PGRI Banjarmasin. Furthermore, there were four participants consisting of two females and two males involved in the conversation taking place at the café. In total, the participants of this research were six men and seven women in their 20s.

The main instrument for this study was the researchers themselves as this study relied on the researchers' skills in processing the qualitative data collected. This is in line with Creswell (2009) and Denzin and Lincoln (2018) who argued that the researcher is an instrument in qualitative studies because the researcher plays a major role in data collection, data interpretation, and data presentation. The cross-gender interactions, which were the source from which the data was collected in this study, were recorded to be then transcribed.

The analysis was carried out by using the theory of language features by Lakoff & Bucholtz (2004) to see the language features of Banjar women that differentiate them from the language features of men in this society. Despite the criticism directed to these language features as the features are established based on the language used by white women, these features are still widely used by many researchers.

There are ten language features of women identified by Lakoff & Bucholtz. The first feature is lexical hedges. Hedges are used by women to avoid taking full responsibility for their speech. Hedges are also intended to reduce threats that may arise in women's speech. There are some examples of hedges used by women such as: 1) *not ..., but ...* 2) *I am not the only one saying this*. The second feature is tag questions. Women tend to end their speech with questions to seek approval from the other person. This is intended to make the interlocutor feel involved in women's conversations and opinions as well to seek support. Questions at the end of statements that are often used by women include: 1) *..., right?* 2) *..., isn't?* and others.

The third feature of women's language is rising intonation when making statement. Women tend to raise their intonation to emphasize and express feeling, for example: *It's so delicious!* (with rising intonation). The fourth feature is empty adjectives. Women have a tendency to use adjectives that do not actually contribute significantly to a speech or adjectives with no specific meaning, such as *tiny*, *charming*, and *cute*. The fifth feature is precise color terminology. Compared to men, women have a more precise ability to distinguish colors. Women know specific colors such as *magenta*, *salmon*, and *navy blue* which many men may not know. It might be because most women have interest in fashion.

The sixth feature is the use of emphasis. Women tend to use words to show emphasis, such as *only* and *right*. The seventh feature is hypercorrect grammar. Closely related to the role of women as the guardian, women tend to prefer more standardized and organized tenses than men. Therefore, women's language seems more formal. The eighth feature is very polite form of language. Due to the social expectation of being polite, women tend to use very polite forms of language such as using indirect requests and euphemisms.

The ninth feature is avoiding the use of harsh words. Compared to men, women tend to avoid swear words that sound too harsh by choosing other words or phrases to lighten the swear words. In Indonesian language, for example, women tend to use the word *anjay* instead of *anjing* (dog) which sounds quite rude. The tenth feature of women's language is emphatic emphasis. Women tend to be more expressive in conveying their emotions when speaking. Therefore, women like to use emphasis on words to show empathy. For example: *Wow! Your dress looks GREAT*.

RESULT AND DISCUSSION

The following is a description of the findings from the observed conversations. Among the ten language features of women (lexical hedges, tag questions, rising intonations, empty adjectives, color terminology, use of emphasis, hypercorrect grammar, very polite form of

language, avoidance of swearing words, and emphatic emphasis), the researchers only focused the results presentation on the most prominent language features occurred in the data.

Lexical hedges, tag question, and the use of harsh words are the most prominent linguistic features found in conversation when contrasting the language features of women and men. The authors present a discussion of the findings and then compare them with the findings of previous studies.

Lexical Hedges

Lexical hedges are used to show caution and indecisiveness so that the speakers can avoid taking a full responsibility over the utterances. In this case, lexical hedges are usually uttered as fillers to indicate the speakers' uncertainty over the given messages. Using these fillers are a good strategy to avoid being blamed when the information given by the speakers is invalid. To provide an overview of how Banjar men and women speak, the following excerpt of conversation is taken from the data:

- (1) Din : *Bisalah kita esok datangnya jam 12 aja?*
(Can we come at 12 tomorrow?)
- (2) Wid : *Maka janjiannya jam 11?*
(We have agreed to come at 11, aren't we?)
- (3) And : *Hiih maka jam 11 semalam*
(Yes we have agreed to meet at 11)
- (4) Din : *Bah buhannya ni. **Kada pang menyambat**, tapi mun janji lawannya
tuh banyak ngaretnya pada on timenya?*
((protesting) I don't want to say it, but she/he is always late)
- (5) And : *Aku sarah ja pang kan aku nebeng km*
(I am fine either way because you give me a ride anyway)

The conversation above was recorded in a food stall. In the conversation above, the woman in utterance 1 made a suggestion in form of a question related to their appointment tomorrow. She suggested that they should come to the appointed place at 12 instead of at 11. The suggestion was addressed to all participants of the conversation, consisting of a man (And) and two women (Din and Wid). In the utterance 2, Wid tried to seek the reason why Din made the suggestion when the fact was the previously agreed to meet at 11. And agreed to Wid's information and repeating the information about their plan to meet at 11.

However, in the utterance 4, Din indicated that they should agree with her by uttering her reason. Instead of bluntly stated her reason, Din used lexical hedges to minimize the impact of her utterance by saying *kada pang menyambat, tapi...* translated as *I don't want to say it, but...* these lexical choices are hedges or fillers used by Din to her strategy not to state the fact directly. She tried to make her information more cautious by inserting the lexical hedges in her utterance.

The finding above is in line with Albaqami (2017) who stated that the difference between men and women hedges is obvious. Women use hedges to avoid expressing their ideas directly because they feel insecure and lack of power in the conversation. Meanwhile, Albaqami (2017) added that men use hedges mainly for specific purposes such as strengthening their position to control the debate happening within the conversation.

Hedges are a complete opposite of boosters. Boosters are uttered to show certainty or to indicate speakers' confidence regarding the given messages. Based on the data in this research, the researchers found that lexical hedges or fillers are more commonly found in women's speech when compare to the ones of men. However, despite being more frequently found in the language features of women, it is not impossible to also find lexical hedges in men's conversations. The except below shows the example of that fact.

- (1) Ron : **Bisa** inya ni anu kada turun hari ini ni karena kada menggawi tugas Bu Hidy semalam tu.
(He (a classmate who is absent) may not go to the campus today because he did not do the assignment in Mrs. Hidy's class)
- (2) Ind : **Bisa ai**. Soalnya inya takutan disangiti sidin.
(He probably is. He is afraid if she (Mrs. Hidy) is angry)
- (3) Ron : ((laughing))
- (4) Teg : **Kadanya ah**. Kandal dah muhanya mun soal tugas-tugas tu.
(I don't think so. He does not really care about that (the consequences of not finishing the task))

In the conversation recorded in the classroom above, there are three participants involved. Ron and Teg are men and Ind is a woman. In utterance 1, Ron used the word *bisa*, translated as *maybe* or *probably*, to indicate his uncertainty. This means that Ron was not sure about the exact reason why his classmate was absent in the class. From the conversation above, we can clearly see that it is not taboo for Banjarese men to utter hedges although women use them more frequently in daily conversations.

The fact that women uttered more lexical hedges than men solidified the finding of previous researchers from time to time since Lakoff first investigation on the matter (1975). Observing the use of hedges by women in Japan, Lauwereyns (2002) also found that women, especially the young ones, used the hedges more often than Japanese men. Further, McMillan *et al.* (1977) mentioned that women expressed uncertainty and vagueness in conversations that involve men. Further, they explained that women's minority status and their supportive behavior played significant role in their choice of words or expressions. These findings indicated that submissive role is given to women in different cultures.

Tag question

Similar to lexical hedges, tag questions are also common features found in the crossed-gendered conversations in Banjarese society. *Lah, lo, kan* are three examples of words used as tag questions in Banjarese language. Tag questions are usually used to indicate uncertainty and obtain confirmation of assumptions.

The example of the occurrences of tag questions in crossed-gender conversations in Banjarese language can be observed in the following excerpt.

- (1) And : *Kayanya aku kada jadi minggu depan tuh. Lagi musim hujan kaya ini mending di rumah deh kayanya.*
(It seems like I need to cancel my plan for next week. It's better to stay home in this rainy season)
- (2) Din : *Handak kemana km semalam? Ke Tahura **ya lo?***
(Where are you planning to go again? Tahura, isn't it?)
- (3) Wid : *Ke bukit Teletubbies rasanya*
(He is going to Teletubbies hill, if I am not mistaken)
- (4) Din : *Oooh kukira ke Tahura*
(Oooh I thought he is going to Tahura)
- (5) And : *Mending di rumah ja **lo** musim kyani ni?*
(It is better to just stay home, isn't it?)

The conversation above took place in a food stall near participants' university. And uttered his thought about the possibility of him not going somewhere next week due to the weather. The utterance 1 by And was responded by Din in the utterance 2 by asking where And would plan to go. Din had the assumption that And would go to Tahura, but she was not sure about it. That was why Din ended her utterance by inserting tag question *ya lo* to confirm her assumption about the place.

Different from the tag question uttered by Din that was aimed to get confirmation of her assumption, the tag question *lo* by Andi in the utterance 5 was intended to seek for support of his idea to stay home instead of going somewhere next week. Other functions of tag questions are depicted in the following excerpt.

- (1) Luk : *Aku lawan Mar kada tapi suka lawan kopi di Janji Jiwa tu, **ya lo** Mar?*
(Mar and I don't like the coffee from Janji Jiwa, do we, Mar?)

- (2) Mar : *Hiih. Kemanisan,*
(Yes. (the coffee) is too sweet)
- (3) Dif : *Aku fine-fine aja ngopi disana*
(I am fine having coffee there (at Janji Jiwa))
- (4) Nik : *Eh kita lawas kada ngethrift bareng kan?*
(Eh it's been a while since the last time we did thrift shopping together, right?)
- (5) Luk : *Kadada duit ah*
(I don't have money)

In the conversation taken in a café above, there participants are friends from the same university. Mar and Dif are women in their early 20s while Luke and Nik are men of the same age. In utterance 1, Luk used tag question *ya lo* to show common ground he shared with Mar about the taste of coffee from a coffee shop named Janji Jiwa. This function of tag question uttered by Luk was completely different from what was shown by Nik's tag question *kan* in the utterance 4. In Nik's utterance, the tag question served the function of initiating a new topic. After Nik uttered the information followed by the tag question *kan*, the topic shifted from coffee to thrift shopping.

As shown in two excerpts above, tag question is not always related to power domination or politeness. It serves the various functions in the conversations. In the data, the researchers found that both genders uttered tag questions frequently in their utterances. Therefore, the researchers argued that both Banjarese women and men make use of tag questions for different purposes. The linguistic differences in both genders' language in relation to tag questions are not found. The differences are more of personal purposes than gender reasons.

The similar concern regarding tag questions is also presented by Calnan & Davidson (1998) who mentioned that the tag questions may not exclusively used by women. They also suggested that tag questions in conversations were more about individual differences instead of gender differences. Similarly, Leaper & Robnet (2011) also concluded that the use of tentative language (such as tag questions) by women reflected their interpersonal sensitivity rather than their lack of assertiveness. This means that tag questions used by women do not necessarily represent their submissive roles in many cultures.

Harsh words

Holmes (2008) stated that not all harsh words can be classified as 'disturbing' or 'impolite' as it is also important to consider the situation and context of the speech. Take this conversation as an example.

- (1) Mar : *Bahapal lalu nginih. Mana ada kaitu.*
(You did not speak the truth. It is not like that)
- (2) Luk : *Bungul// kada percayanya ti*
(What a fool! Why don't you just trust me?)
- (3) Nik : *Bujur jarnya. Kadada salahnya mencoba yalo?*
(He is right. It won't hurt trying, right?)
- (4) Dif : *Waluh! ya gak gitu juga konsepnya*
(What the... it is not how you supposed to mean it)

This is another excerpt found in Mar, Luk, Nik, and Dif conversation. The topic of their conversation is about a woman confessing her feeling first. Previously, Luk mentioned about it is better for a woman to be a bit blunt and direct so that she can easily get noticed by her crush. Then Mar uttered her rejection of the idea as seen in utterance 1. Luk then used strong swear word *bungul*, meaning *fool* or *stupid*, followed by his reaction towards Mar's utterance. By the end of this excerpt, Dif also uttered Banjarese swear word *waluh*, which literal meaning is *pumpkin* in English, to indicate her rejection of the idea.

In the conversation above, the harsh words uttered by both man and woman were not aimed to curse or to voice their anger. Instead, they are uttered to show intimacy or close relationship among speakers. The harsh words found in the conversation above told us that the participants had close social relationship that they were not hesitant to tease each other using harsh words. This proved their social intimacy as people with social distant will not utter such words in the conversations unless they want to be regarded as impolite. However, the except above shows the fact that politeness may have nothing to do with harsh words when the relationship between participants are close.

Based on the collected data, it was found that swearing is not considered taboo by Banjarese women. Both of Banjarese men and women could swear by using words related to animals, brain function, madness, and sexuality. In addition, the researchers found that Banjarese women used a vegetable name to swear such as *waluh*, while the same swear word was not found in men' utterances. The findings of this study confirm the category of swear words, some of which involve bodily functions, body parts, sex, and religion (Vingerhoets et al., 2013).

Furthermore, both Banjarese men and women showed a tendency to use words related to brain function when swearing. Some words that men use overlap with those that women use. In other words, both Banjarese men and women uttered mostly similar words when cursing. However, women used a wider variety of words related to brain functions in cursing than men. For examples, to say the word *fool*, Banjarese women used *gonggong*, *bungul*, *tambuk*, *lengo*, and *bangang* while the variety of words used by men is more limited.

Moreover, Banjarese women also used a wider variety of words to curse using animal names. The research findings showed that animal-related words are used by men and women are pretty different. While men chose to use words like *warik* (translated as *monkey*) and

kambing (translated as *goat*), and *anjing* (translated as *dog*), women used different words such as *anjay*, *anjrit* and *anjret*. The later three words are related to *anjing* but in different pronunciations. In short, even when curse, Banjarese women tend to avoid a literal word of a certain animal; they rather used other words with a similar meaning.

However, when describing men's bad trait as a playboy – which was highly related to women's feeling towards the trait, Banjarese women used literal words such as *buaya* and *baung* instead of their look-alike words. The word *buaya*, literally translated as crocodile, has further meaning. The crocodile, in Indonesian context, is an animal that represent playboy acts. Similar to crocodile, the word *baung*, which is a kind of fish, also has the same meaning. In this case, when dealing with opinion related to feelings, Banjarese women became more direct.

Furthermore, in using words that express obscenity, both men and women tend to use words that are similar, namely *kijil* and *lanji* (meaning *pervert* or *bitchy* in English). However, men and women use different words to describe the act of playing. While men tended to swear using the word *miyang*, which is closest to the meaning of *bitchy*, women used the word *baung*, which is closest to the meaning to *being playboy* or *perverted*. The former refers to act performed by women, while the latter can apply to both sexes.

Despite the fact that women, like men, are quite free to express their feelings and emotions, Banjarese women are still bound to certain submissive roles, such as dealing with serving meals to the family. Thus, the word *waluh* – a vegetable, is used more by women than by men. Moreover, women are also more unconsciously aware of their social roles as subordinate part of the society when compared to men. Therefore, they tried to mitigate their curse words by using alternative words such as *anjrit*, *anjoy*, or *njir* to mitigate the impact of their harsh words.

The findings of this study contradict the work of McEnery (2005) who suggested that men know and use swear words more than women. Similary, (Mehl & Pennebaker, 2003) also identified the high prevalence of angry utterances by men in everyday conversations. A quite contradictive yet interesting result is presented by Thelwall (2008) while investigating the use of harsh words by MySpace users in two different countries, US and UK. While gender differences was prominent in US, the differences was not that clear in UK. This means that the men in US used harsh worse more often than the women, meanwhile both the men and the women in UK could swear as much.

The findings of this study is similar to the conclusion drawn by Lestary and Mubarraq (2019) who concluded that Banjarese women could use profanity like the men. Further, Johnson & Lewis (2010) regarding gender and profanity usage. They explained that the social expectations towards women had slowly changed, allowing women to also use swearing in their talks. Again, however, it is important to note that these changes may not apply across the globe. Methven (2020) mentioned that the use of harsh words were still regarded as 'unladylike' and rude in Australian legal and media discourse.

All in all, the findings of this study suggested that Banjarese women used swear words as many as men did. In fact, the variation of harsh words used by Banjarese women are wider than it is of men. However, to quantify which gender swear more in Banjarese society is not for this study to answer. A further investigation needs to be conducted to address that issue.

CONCLUSIONS

Language and gender have been explored by many researchers over the last decades. Many different approaches have been applied to understand how men and women use languages and why these genders speak differently. Yet, the bubble of language and gender study will not burst in the near future. There will always be new area to explore within the topic of language and gender, just as many language as spoken out there.

By employing the women language features of Lakoff, this study tried to bring yet another new context to the study of language and gender. Existing since centuries ago in South Kalimantan, Indonesia, Banjarese language and the complexity of its society represented by the language is the area still uncharted. There has been very little research conducted related to the language use by Banjarese people. Thus, this study is conducted to provide more insight towards the language use of Banjarese people and the underlying ideology.

This study observed mixed-gender casual conversations in classroom, food stall, and cafe. The participants were young adults in their 20s. They were all students and spoke Banjarese. Ten features of women's language were used to identify the language use. However, this study focused the discussion only on the most prominent features found. Some related theories were also discussed along with the findings.

Based on the findings, it can be seen that Banjarese women used lexical hedges in their talks to show tentativeness. This situation is also identified by another study in Japan where the young women could not express assertiveness in their talks. This study, however, also indicated that Banjarese women were still allowed to express themselves since they could use swearing words.

From this study, the researchers concluded that regardless of their social status, Banjarese men and women can both support and tease in the conversations. The differences of language features of both genders exist but not prominent. It means that the inequality of both genders is not significantly portrayed although it is found in some parts of the analyzed data. The investigated cross-gendered interactions show that Banjarese women can also use harsh words just like men do. However, the researchers admit that a more extended investigation is still needed to find other linguistic features used by Banjarese women and men.

The result of this study might be regarded as a good indicator of the changing in society. As it has been mentioned in some previous studies, there might be shifting in social expectations towards women. However, more studies in different context are still required to prove this.

In addition, the researchers also realize the limitation of this study which only focused on the interactions among peers with pretty similar social status. Therefore, the findings of this research do not wish to generalize other findings of similar research conducted within different social constructions. The rooms are still there for other researchers to explore linguistic gender-based differences in Banjarese society.

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THE IMPLEMENTATION OF TEAM-BASED LEARNING FOR ENGLISH DEPARTMENT STUDENTS

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Abstract: The purpose of this study is to explore English Education Department students' perceptions and experiences about the implementation of Team-Based Learning for their class. The study was carried out using a qualitative methodology, and five students were used as the sample population for an interview. The total number of participants who took part in this study was 33 students who came from the second grade from semester 6. Participants were given a close-ended questionnaire to collect their perceptions about team-based learning. According to the survey, the majority of students believed that group projects enhanced learning, although some challenges persisted. As a consequence of the interview findings, it was discovered that several of the issues raised by the students were brought on by the group's members. Some students preferred working by themselves had varying levels of skill, found it challenging to speak with others, did not respect differing viewpoints, did not want to collaborate (students who study more slowly), and did not want to learn.
Keywords: *team-based learning, group work, group-based learning, writing, students perception*

INTRODUCTION

Developing educational standards and students' competency outcomes is a complex task, because the education system in Indonesia must address several problems in the teaching and learning process. Especially for students in higher education, students work incredibly hard to raise the quality of their graduates. Based on Djamaluddin and Wardana (2019), learning is the guidance for teachers to teach the learners so that they can acquire knowledge, master skills, develop character, and also develop attitudes and beliefs. Yuberti (2014) defines learning as an ongoing effort whose plans are directed toward predetermined goals before the learning process is carried out, and its implementation is controlled with the intention that learning occurs in a person. In learning activities, it must design external situations in such a way as to activate, support, and maintain the internal processes contained in each learning activity to maximize learning outcomes. Various kinds of learning methods are applied to maximize the learning process and the output that will be obtained by students.

The TBL (Team-Based Learning) method is one of the learning methods that is quite popular in the world of education.

Team-based learning is a topic that has received much attention in the educational field over the last decade. Team-based learning has the same pattern as group-based learning, meaning that this method uses activities in group work/teamwork. Team-based learning (TBL) is an approach that implements the delivery of teaching materials more effectively, especially in classes with a large number of students. Michaelsen & Sweet (in Pardamean et al., 2017) states that the use of TBL to provide learners with both intellectual and practical knowledge. The term "team-based learning" (TBL) in this context refers to a process that incorporates interaction between individuals with comparable interests and the activity of a group of individuals toward a shared goal that calls for coordination, collaboration, and communication (Jackson et al., 2015, p. 29). Team-based learning can increase problem-solving and decision-making skills, as well as cooperation, communication, concept, and knowledge skills in both the classroom and the workplace (Gallagher, & Long, 2001; Harris & Klein, 2002; Malone, Senior & Swailes, 2004). In Tyas (2017) view, by the implementation of the By using the Team-Based Learning (TBL) method, students are able to improve their analytical and critical thinking skills in dealing with difficulties, as well as their interaction and collaboration skills. The use of TBL enables students to collaborate in a team setting, promotes the exchange of ideas, and gives students the chance to learn how to make use of the complementary skills of others. The group should aid students in discovering knowledge for themselves through contact with one another. It is with the aim that by encouraging students to work in teams, the team structure will provide social support and motivation for individual activities (Alavi, 1994; Maxwell, 2003).

Brown (2001:178) states that teamwork promotes students' responsibility and autonomy. Moreover, group work fosters social relationships and abilities in students (Payne et al., 2004:441) that are required for social practice and enhance students' performance (Gomleksiz, 2007:613, Arumugam et al., 2013:81). Additionally, students feel more motivated to succeed when working together than when working independently (Gillies 2003:35). Through teamwork, students can learn more effectively and get experience studying in their own ways. Working with others does present some challenges, though, such as differences in work, communication styles, unmotivated colleagues, task management issues, discontent with group assessments, bad impressions, unpleasant attitudes, and emotions (Zschocke et al., 2015:359). Teachers must recognize the issues in order to realize the potential advantages of using a team in the teaching and learning process. In the previous research, it was found that student attachment to peers in groups can have impacts such as lack of time, experience, and abilities, ineffective team members, or negative group processes (Whatley, Staniford, et al., 1999). Livingstone and Lynch (2000) took the view that empowering students in groups will combat sentiments of control loss, which frequently result in negative feelings about group work, by giving them resources, support, and some challenge in their tasks.

This study examines the implementation of team-based learning as a learning method in English education. The findings provide insightful data regarding teamwork perspectives that teachers may adopt and use to create a better curriculum. This study will especially aid colleges and educators in enhancing educational programs.

Team-based learning or group-based learning is cooperative learning that places an emphasis on interaction between students in a classroom. The social constructivist theory of Vygotsky (1978:89) that emphasizes the role of social interaction in learning, serves as the foundation for this concept. The two stages of learning are the interpersonal level and the personal level. As students interact with others, they learn on an interpersonal level (interpsychological), where they internalize and develop their social communication. This contrasts with how they learn on a personal level to develop their cognitive skills. By working together in a group with friends, this strategy enables teachers in tertiary institutions to involve students in the learning process.

As Beebe and Masterson (2003) pointed out, work completed in groups can take longer than work completed individually. Teachers or lecturers must have a well-thought-out strategy when adopting group work to increase their opportunities for time savings. The four stages of group work include preparation, implementation, monitoring, and assessment. The teacher designs group work tasks and outlines them in the curriculum during the initial stage of preparation. Implementing group work in the educational process is the second level. It is the teacher's decision regarding how to organize the students. The three most common methods for grouping students are instructor-assigned, self-selected groups, and random groups. While dividing the class into groups, it is important to take the size of each group into account. The third stage is monitoring. At this stage, the teacher or lecturer assesses the level of participation from each student and records the progress of their development made by the groups over the course of the semester. The fourth stage is assessment. The teacher evaluates the group project's development and results at this stage. To evaluate the students' progress and achievement, the teacher can use a variety of methods, including a shared group grade, individual grades based on product, group process, and individual effort.

Daba et al. (2017), in their research about students' perceptions toward the use of group work in the classroom, found that students' perceptions of group assignments could be positive or negative. It can be positive because students prefer group assignments to individual assignments. This can be seen because group assignments are more flexible and can save a lot of time for students. Other perceptions of group work are negative, such as unfair group values due to the teacher's lack of ability to assess assignments in groups, keeping them busy because not all members work actively in the group, increasing their workload, and the difficulty of gathering outside their class, which can affect participation.

Team-based learning has increasingly become a topic of interest in the education field because of its contribution to the development of a variety of learning styles in the classroom. Team-based learning (TBL) is widely applied to the learning process within the scope of undergraduate students. TBL is used to engage, enhance, and motivate students to work harder and solve more challenging issues than those that are presented to them in the same class using other active-learning pedagogies (Espey, 2012; Hettler, 2015; Imazeki, 2015). One of the primary goals of implementing TBL is to foster a sense of classroom community among students in both face-to-face and online courses. Along the same lines, Palinesh's study in (2021) found that learners who take part in TBL courses will have positive working relationships with the teammates they are assigned to, and TBL is also intended to foster team cohesion. Parrish, based on his research, added that approximately 40% of students taking non-TBL classes online said they interacted with their classmates quite rarely or not at all. During the academic year 2020–2021, Elnibras (2022) conducted an online survey by using

questionnaires to 39 sixth-year medical students who had experienced TBL teaching methods during the COVID-19 pandemic lockdown. Overall, the modified online TBL is a successful educational approach, according to both the male and female cohorts (mean score: 3.51). (mean score: 3.96).

Most of the earlier studies on the Team-based learning method employed quantitative approaches. In contrast, in this study, researchers used a different approach, namely a qualitative method, whereas in the implementation, the researchers did not conduct any experiment or treatment for the participants. This study only uses an online questionnaire as a technique for collecting data. Most of these studies about Team-Based learning were done before 2020, which means they occurred before the COVID era. This study was carried out after the COVID era, which is the post-COVID era. Whereas many educational institutions still used TBL in the learning process and offline learning was just slowly starting to be effective.

RESEARCH METHODOLOGY

A qualitative approach was used to carry out this study. The participants were sixth-semester English education students from one of the state universities in Indonesia. The total number of participants who took part in this study was 33 students who came from the second grade. In order to conduct the study, participants were given a questionnaire. The use of TBL in learning activities was given to students, and they had the chance to express their thoughts on the topic. Students that have adhered to the implementation of the Team-based learning method from the first semester make up all the participants in this discussion. After doing the questionnaire, there were some students that were given an interview to strengthen the results of the questionnaire. Total 5 students get the interview, the researcher uses 5 students because of the limited time of the study, and also the 5 students can represent the number of 33 students that have already done the questionnaire.

The questionnaire was adopted by Daba et al. (2017: 275). This is the rubric of the question based on Daba et al. (2017).

NO	Statements	SA	A	NO	DA	SDA
1	I prefer group work than other types of assignments.					
2	It motivates me to learn from group work					
3	I learn better from group interaction than from the lecture.					
4	It develops my independent learning habit.					
5	It helps me develop thinking abilities and self-esteem.					

6 It gives me a chance to share ideas with others.

7 A group grade is not fair.

8 Group work makes me unnecessarily busy.

9 It adds a burden work on me.

10 It is difficult to get together outside of class.

11 It is difficult to get relevant references.

12 It is difficult to share members' work equally.

Tabel 1. Questionnaire from Daba et al. (2017)

SA = Strongly Agree; A = Agree; NO = No Opinion; D = Disagree; SDA = Strongly Disagree.

The researcher uses English to adapt the questionnaire. This is done to help students understand and express their thoughts about the use of team-based learning more effectively and clearly. The questionnaire includes inquiries about the students' perceptions of how well TBL is used to enhance teaching and learning activities in the classroom. They were asked in a survey what challenges they frequently encounter while putting Team-based learning into practice.

RESULT AND DISCUSSION

Students' perception on team-based learning or group work

The table 2 showed the perception of 33 students on group works including the students' preferences, the group works advantages and disadvantages, and the students' difficulties in working together. The limitation of the sample is because the researcher doesn't have much time to conduct the data. The diagram below shows the percentage of students' responses regarding the statements.

NO	Statements	SA	A	NO	DA	SDA
1	I prefer group work than other types of assignments.	12.1%	18.2%	15.2%	48.5%	6.1%
2	It motivates me to learn from group work.	-	63.6%	9.1%	27.3%	-

3	I learn better from group interaction than from the lecture.	6.1%	48.5%	24.2%	21.2%	-
4	It develops my independent learning habit.	6.1%	60.6%	15.2%	18.2%	-
5	It helps me develop thinking abilities and self-esteem.	12.1%	75.8%	9.1%	3%	-
6	It gives me a chance to share ideas with others.	36.4%	63.3%	-	-	-
7	A group grade is not fair.	9.1%	33.3%	48.5%	9.1%	-
8	Group work makes me unnecessarily busy.	9.1%	39.4%	6.1%	42.4%	3%
9	It adds a burden work on me.	9.1%	21.2%	39.4%	30.3%	-
10	It is difficult to get together outside of class.	24.2%	51.5%	9.1%	15.2%	-
11	It is difficult to get relevant references.	6.1%	51.5%	9.1%	30.3%	3%
12	It is difficult to share members' work equally.	12.1%	42.4%	24.2%	21.2%	-

Tabel 2. The perception of students toward group work

SA = Strongly Agree; A = Agree; NO = No Opinion; D = Disagree; SDA = Strongly Disagree.

I learn better from group interaction than lecture

33 responses

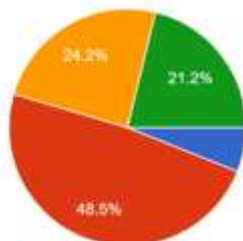


Figure 1. Response questionnaire no.1

A lot of students 16 (48.5%) found that they learn better when they interact with their friends in a group than with their lecture, 2 (6.1%) students strongly agree with that. Few students 7 (21.2%) disagreed with the idea that they learn better from group interaction than lecture and the other 8 (24.2%) has no opinion about that.

I prefer group works than other types of assignment

33 responses

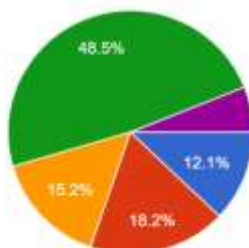


Figure 2. Response questionnaire no.2

It was found that 16 (48.5%) of the students disagreed to prefer group work rather than other assignment, it means they preferred to have an individual learning process also there is 2 s (6.1%) students strongly disagree, and few students 6 (18.2%) were agree to have group work in their learning process, 4 (12.1%) students strongly agree with the statement, other students 5 (15.2%) has no opinion.

It motivates me to learn from group work

33 responses

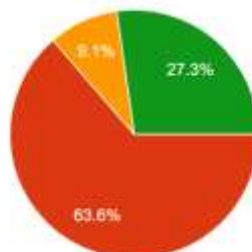


Figure 3. Response questionnaire no.3

Regarding the advantages and disadvantages of group work, most students 21 (63.6 %) got motivation while learning in a group and few students 9 (27.3%) were not affected by their motivation during learning with their friends. Other students 3 (9.1%) has no opinion about that.

It develops my independent learning habit

33 responses

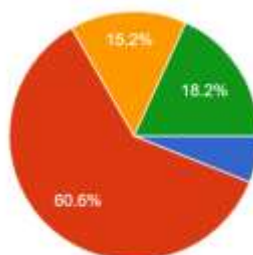


Figure 4. Response questionnaire no.4

Most students 20 (60.6%) agree that group work can develop their independent learning habit, 2 (6.1%) students strongly agree with the statement, a few of students 6 (18.2%) disagree and 5 (15.2%) students have no opinion with that.

It helps me develop thinking ability and self esteem

33 responses

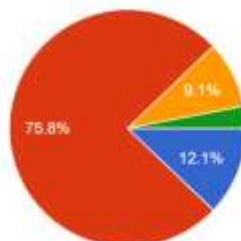


Figure 5. Response questionnaire no.5

Many students 25 (75.8%) agree that group work can help them develop thinking ability and self-esteem, 4 (12.1 %) of students strongly agree with the statement, and 3 (9.1%) of students have no opinion, and 1 student (3%) disagree with the statement.

It gives me chance to share ideas with others
33 responses

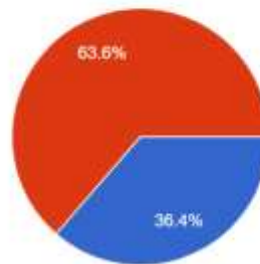


Figure 6. Response questionnaire no.6

All 33 students agree that group work can give them a chance to share ideas with others. With the number of 12 (36.4%) students' responses strongly agree and 21 (63.6 %) of students choosing to agree as their response.

A group grade is not fair
33 responses

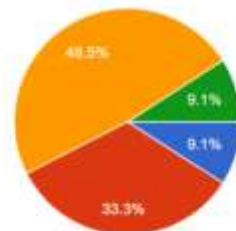


Figure 7. Response questionnaire no.7

While a few 11 (33.3 %) students agreed that group grade was not fair for them, 3 (9.1%) students strongly agree, 16 (48.5 %) of students had no opinion, and 3 (9.1%) of students chose to disagree with the statement about the fairness of group grade.

Group assignment makes me unnecessary busy
33 responses

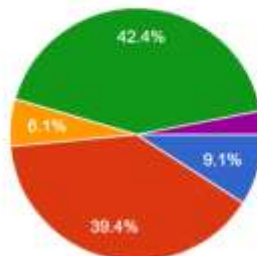


Figure 8. Response questionnaire no.8

A few students, 13 (39.4 %), agree that group assignments made them unnecessarily busy, 3 students (9.1%) strongly agree with the statement, 14 (42.4 %) students did not think group assignments made them unnecessarily busy, and 2 (6.1%) students had no opinion.

It is difficult to share members work equally
33 responses



Figure 9. Response questionnaire no.9

Some 14 (42.4 %) students agree that sharing member work equally is difficult, 4 (12.1%) students strongly agree with the statement, 8 (24.2 %) had no opinion, and 7 (21.2 %) of students did not have difficulties sharing members' group work.

It adds burden work on me
33 responses

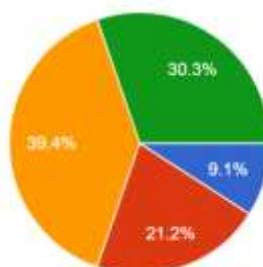


Figure 10. Response questionnaire no.10

A few 7 (21.2 %) students agree that group work can add burden to them, 3 (9.1%) students strongly agree, 7 (21.2 %) of students disagree, and 13 (39.4 %) of students have no opinion.

It is difficult to get together outside class
33 responses

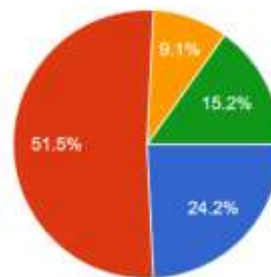


Figure 11. Response questionnaire no.11

Many students 25 (75.5 %) agree that group work makes them difficult to get together outside of class, 5 (15.2 %) students disagree and 3 (9.1 %) students have no opinion.

It is difficult to get relevant references
33 responses

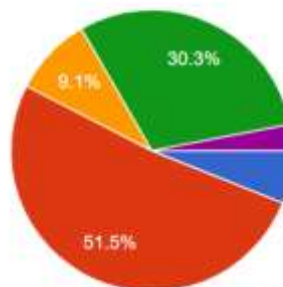


Figure 12. Response questionnaire no.12

In the statement about the difficulties in working with group members, a few 17 (51.5 %) agree, it means students found difficulties in getting relevant references, 2 (6.1%) students strongly agree with that, while some 10 (30.3 %) disagree, it means students did not have difficulties in getting relevant references, 1 (3%) students strongly disagree with that, and 3 (9.1 %) students had no opinion.

Discussion

The majority of students felt that group projects improved the learning process, but the problems still cropped up. It is consistent with the earlier finding from the research conducted by Daba, Ejersa, and Aliyi (2017:862). Other issues included the inability to communicate outside of the classroom, a lack of teamwork and time management skills, difficulty finding, analyzing, and organizing evidence from a variety of sources, and a feeling of dependency on more accomplished students (Daba, Ejersa, & Aliyi, 2017:863). The low

degree of students comprehension abilities was also highlighted as an issue in this study. According to Hung (2015:321), students in low-level groups had a tendency to be less motivated learners who gave up readily when faced with challenges.

Regarding the use of group work in their learning process, some students disagreed due to specific variables they dubbed issues they encountered along the way. According to the results of the open-ended questionnaire, some of the problems were caused by the group's members. Some students preferred working alone, had low or high levels of ability, were difficult to communicate with others, did not accept other opinions, did not want to work (students who are slower to study), and did not want to learn.

Replacing group members each time, the students intended to offer their experience to work with other people and assist them in solving a variety of difficulties, but it failed when some students were unwilling to accept the differences. High achievers tended to dominate the group and not be willing to listen to other opinions (sometimes even to study together), whereas students who had trouble getting along with others tended to be passive during group talks. Students who didn't want to work hard didn't make an attempt to read and study materials, simply asking a buddy for clarification. As a result, students with lower levels of ability lacked the courage to bring themselves up in group discussions.

Drawing on the questionnaire and interview data, the present study explores the perceptions of students regarding the use of Team-based learning. In particular, it looks into the students' perception of TBL. The findings are presented based on these five categories. Five students were interviewed about their use of team-based learning or group projects in order to improve the data. Students were asked to give justifications for their answers on the questionnaire and were given five interview questions. The subjects chosen for team-based learning and how they related to the students' learning contexts were discussed by the students in the following comments.

Interview Excerpt #1

Question 1: What do you prefer, individual or group work, and why?

Participant 1

I prefer individual group work, because in my opinion it is more efficient, I don't need to wait for other person to do the task.

Participant 2

Individual, I will be more focus in doing the work.

Participant 3

I prefer group work because in group work I can practice to work with others, enhance my communication and teamwork skills.

Participant 4

I prefer group work because i can do whenever i want so i can manage my time properly.

Participant 5

I prefer individual work because sometimes we get a pair or group member that has no contribution to our project. When we want to continue our project, he/she never gives a respon on the WA group, and at the end I will continue the project by myself. So I think it is better to do individual work because we can do the best we can.

Interview excerpt #1 shows that students have two opinions about the use of group work. In the first opinion, some participants choose groups because they feel group work is more efficient with better time management. This can be seen because in group work there are more people doing tasks, so tasks will be completed quickly. There are participants who also say that in group work they can improve teamwork skills and communication, because in group work students must mingle and have good communication so that in class activities there are no misperceptions. In general, there are differences between members in a group, so having good communication will make group work more focused. But from the questionnaire that was given, most of the students did not agree with the existence of group work for several reasons, the first reason being that not all members of the group were cooperative. A lot happens when carrying out group work, there are students who are too slow or even lazy to do assignments, so this will only impose tasks on other members. then individual work is more efficient because students don't have to wait for their friends to do their assignments, This is also supported by the reason that not all students have the same free time, so to do group assignments, students have to arrange a time where all members can discuss together. Some students feel that group work does not focus on studying because if there are too many students in the group, it will make the group too crowded. It can still be tolerated if there are only 2-3 children in the group because it is easier to organize and carry out discussions.

Interview Excerpt #2

Question 2: Do you feel that you can learn more by doing group work, or do you think the opposite? and why?

Participant 1

I think I can learn more by learning individually because I can learn more freely.

Participant 2

It depends on the situation. If there are so many members in one group, I can lose my focus.

Participant 3

Yes, I do. In a group work I can get insight from my peers so that I can learn more in a group work.

Participant 4

I can't learn more in group work, because we have to devide it.

Participant 5

Yes I think I can learn more by doing group work depends on the member of the group. We know sometimes there's someone who doesn't make any progress and only stuck.

Interview Excerpt #2 shows that some students said they couldn't study in group work because they felt they were not too free in their learning. This was because in group work students had to study together, so students had to have discussions in every lesson. For some students, they preferred to be alone because they could explore in more depth. Then there is the relationship with group members, if there are many members in the group, it will make the group inefficient and too crowded, and later there will be students who are lazy because they feel they have other friends to work on. What will happen is that students will have difficulty learning because they have ineffective group mates, and they will lose their focus on learning because group members are not cooperative. However, from the questionnaire that has been taken, many students choose that group work is useful and they can learn from it. In group work, students can exchange opinions which allow them to get opinions from various aspects, this can also improve students' critical thinking. In group work, they can do something together and can combine their learning outcomes to get the best results.

Interview Excerpt #3

Question 3: Do you think that group work is appropriate for writing skill?

Participant 1

In my opinion, I don't think that group work appropriate for writing skill, because each person must have their own goals, purpose and style in writing

Participant 2

I don't think so, if the group have good communication between members, we can produce a good writing and the work can be submit in the right time

Participant 3

Yes, I think group work is appropriate for writing skill because in writing skill we need feedback from others to check whether our writing is good. So, peers is very helpful in writing

Participant 4

Yes, we can share the problem in writing so it can help each other

Participant 5

Yes, group work is appropriate for writing skill, because I think all of the skill need group work, especially in writing. I think writing is more difficult and we must have discussion about the project with our pair. We know that writing is hard, so group work is suitable for writing skills

Interview Excerpt #3 shows that some students said they do not think that group work is appropriate for writing skills, because in writing it all comes back to ourselves. Because if our partner or group member is not a good one, having a group work project will actually be a burden and not the right way to help our writing skills. One of them also said that it would be difficult to adjust to other members because each individual must have different goals and writing styles. Therefore, they think group work is not appropriate for writing skills. On the other hand, for some students, they think that group work is appropriate for writing skills precisely because there are partners to discuss and work with. They argue that by having partners or working through group work, they can discuss with each other when writing and can help each other correct their writing because some students may still think that writing is quite difficult to do alone. So, 3 out of 5 students answer that group work is an appropriate approach for writing skills. They feel that they can be greatly helped by having group work either for their work or for their writing skill development.

Interview Excerpt #4

Question 4: What is the biggest benefit of group work? Based on your opinion or you can take from the questionnaire.

Participant 1

It can help us to share our opinion and improve our sense of critical thinking

Participant 2

same as number 3, The work will be more easy

Participant 3

The biggest benefit of group work is personality development.

Participant 4

Perhaps if I get the group and the topic that is suitable for me and the group. I can finish the project, so it can be a benefit

Participant 5

The benefits of group work are; first, our work gets done faster because we have partners, and then partner group discussions. Third, I think the burden we have will be less because we have a group so we can share our job

Interview Excerpt #4 shows that some of them feel that group work is really helpful in writing. They mentioned that the benefit that has a big influence is lightening the task load in writing skills because they can share it to the other members. They can share ideas and exchange ideas with each other when they start writing. So that the burden they have can also feel a little bit lighter and help them to develop the ideas they have. They also mentioned that group work can help them for self-development such as critical thinking and their own writing skills can improve step-by step. Here, students not only experience the benefits of

group work for their project, but also for their self-development, especially improvement that is related to writing skills.

Interview Excerpt #5

Question 5: What is the drawback of group work? Based on your opinion or you can take from the questionnaire.

Participant 1

If some members not discipline, it can be a burden for other members

Participant 2

If there are too many members, there must be two or three people who don't feel responsible to the task

Participant 3

The drawback of group work is sometimes there is an uneven distribution of tasks, resulting in each member not working in equal or balanced portions.

Participant 4

At the beginning we didn't think about the problems that would be faced in the future so we experienced a lot of difficulties

Participant 5

I think it is back to question number 2, I think it depends on the member of the group. But I think the drawback of group work itself is that we have to be able to process and try to think with other members, so for us personally it will be difficult to develop and it will be difficult to see our individual progress. But I think group work helps us in writing.

Interview Excerpt #5 shows that the drawback of group work on average is seen from the participation of group members. The students who were interviewed on average answered that because there were group members who did not contribute evenly, it would be a hindrance or weakness from group work when working on a project. They feel that groups who may have too many members and do not contribute to the work will actually add burden on other members. Thus, their project will be very disrupted and there will be no progress or development for themselves. When working in groups, they also have to be able to try to fit in with the other members, so it can be more difficult for students to really see how they are progressing in something. One of the students interviewed added that when working in group work, whether for writing or other skills, they often did not prepare for the problems or difficulties they would face in the future. Especially in writing, difficulties often arise while we are in the process of writing. From this it can be concluded that the drawbacks of group work itself also depend on who the individuals are partners in the group.

CONCLUSION

Team based learning, which has the same pattern as group work, has various outcomes depending on the use of TBL or group work in university. It can be said that students in the English Language Education Department at one of Indonesia's universities have an overall positive view of the use of group work because some of them believe that group work can increase their motivation and that they can learn more effectively in a group setting than they can from a lecturer. Some students also think that group work can develop their learning habits, abilities, and self-esteem. In contrast, students disagree with the use of group work because the use of group work seems not useful because of the elements of their group members' that are not cooperative, it is the low participation from friends in groups, difficulty sharing the member's work fairly, difficulty getting a fairly high grade, and also the problem from themselves, which includes difficulty interacting outside the class, and difficulty getting the relevant references. It makes some students prefer to have individual rather than group work. This study looks at many factors that must be taken into consideration when group work is used in the teaching and learning process in order to maximize its benefits.

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EXPLORING STUDENTS' PUBLIC SPEAKING SKILLS THROUGH BUSINESS MEETING SIMULATION

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Abstract: In today's sophisticated era, public speaking has become a crucial skill for effective communicating in formal meetings. Equipping students with the confidence to address audience is essential in speaking classes. Hence, simulation practices, like Business Meeting presentation, are employed to enhance their public speaking abilities. This descriptive qualitative study utilized a case study design, collecting the data through observation, questionnaires, and documentation from 33 students in Public Speaking class. The students' Business Meeting presentations were observed and recorded, and supplemented with insights Google form questionnaire regarding their knowledge, preparation, difficulties, and perceived benefits during the presentations. The finding revealed students' enthusiasm for Business Meeting presentation as a form of Public Speaking practice. While not all students achieved a high level of proficiency, most demonstrated commendable presentations when adequately prepared. Despite experiencing nervousness and lack of confidence while speaking to the public, they effectively overcome these challenges through meticulous preparation. Overall, the Business Meeting simulation proved beneficial in fostering students' public speaking skills, emphasizing the importance of preparation and creativity in effective preparations. This study encouraged further exploration of innovative techniques to enhance public speaking education.

Keywords: *Exploring, Students, Public Speaking, Business Meeting Simulation.*

INTRODUCTION

In the modern era, public speaking has emerged as a crucial skill, especially in formal meetings where clear and fluent communication is essential. For students attending speaking classes, developing the confidence to address audiences is of paramount importance. Simulation practices play a vital role in enhancing their public speaking abilities, and one such valuable practice is the Business Meeting presentation. According to Geek (2022), a business meeting involves two or more individuals coming together to discuss business-related matters and make decisions, constituting a verbal form of communication. Unlike other communication tools like e-mail or chat, business meetings offer a valuable platform for group discussions on common issues. Engaging in such activities provides students with valuable opportunities to hone their public speaking skill.

Public Speaking is a fundamental component of the English Education Study Program at Universitas PGRI Wiranegara. Designed to offer students both theoretical knowledge and practical experience, the class aims to immerse them in real-life speaking environments before an audience. According to Doyle (2021), public speaking is considered a soft skill, demanding not only impeccable communication abilities but also enthusiasm and the knack for engaging with the audience. Public speakers often deliver presentations to diverse groups, varying from small gatherings of employees to addressing large audience at national conferences or events.

One reason Business Meeting is included among the speaking practices is because, similar to public speaking, mastering effective communication during business meetings is a skill that can be acquired and develop (Wuorio, 2016). Consequently, the significance of Public Speaking lies in its ability to convey ideas to an audience, whether it involves motivating a team, conducting meetings, or delivering crucial messages. Additionally, Public Speaking offers various advantages to students in speaking classes, including improved communication abilities, heightened self-confidence, persuasive prowess, experience in planning, and the ability to express spontaneity (Spark, 2022).

The source of students' apprehension about speaking is often rooted in their own belief system, where they fear that any errors made during their presentation could be perceived as embarrassing by their peers. This fear of negative consequences, such as not being taken seriously in the future or facing criticism for their mistakes, contributes to their anxiety. It is essential for speaking class instructors to recognize that making mistakes while speaking is a natural aspect of the learning process, as nobody can achieve flawlessness in every talk. Orchids (2021) explains that speaking failures can be attributed to various reasons, including a lack of speaking skills, anxiety and fear of speaking, concerns about others' judgements, and stage fright.

Even though students might not be familiar with Business Meeting activities, the public speaking lecturer made an effort to introduce various types and phases of public speaking. To encourage creativity in their Business Meeting practice, the students were given the freedom to explore online resources and watch simulation videos. It is intrinsic to human to possess a creative side from birth; however, as people grow older, they often suppress this creativity. Therefore, individuals need to relearn how to think creatively. Anderson (2017) emphasizes that enhancing creativity requires time and effort, and he also affirms that developing creativity leads to becoming better speaker, as stated by Dr Jim Aderson.

The mentioned quote suggests that creativity has the potential to enhance public speaking abilities. According to Words (2013), public speaking goes beyond just improving confidence and communication skills; it also involves analytical thinking and creativity. Being creative means employing imagination to generate novel ideas, thinking outside the conventional boundaries, and considering global perspectives. When students engage in Business Meeting simulations, they are compelled to explore various issues and concepts, tackle challenges, find solutions, and foster teamwork to achieve their objectives and aspirations. Words (2013) further emphasizes that creative thinking is crucial in public speaking, as it requires crafting and delivering compelling speeches.

When preparing for the Business Meeting, students must also take into account the tactics employed in effective public speaking. Tay (2019) identifies three proven strategies to enhance creativity in public speaking, such as: innovative opening, humour, and connections. These strategies aim to captivate the audience from the start, infuse humour to engage and entertain, and establish unique connections to leave a lasting impact on the listeners.

The researchers were intrigued by the fascinating information about public speaking, creativity, and the role of business meeting in this context. This study aimed to explore how students' creativity can be improved through the practice of public speaking during business meetings.

RESEARCH METHODOLOGY

This study used a descriptive qualitative method of a case study. The researchers aimed to conduct an in-depth analysis of the Business Meeting practice in a Public Speaking class. Data was collected through observation, questionnaire, and documentation from 33 students in the Public Speaking class of 2021. The observation spanned four weeks in November 2022, where four Business Meeting groups with 6 to 8 participants were observed, each conducting different types of meetings. The students also filled out a questionnaire via a Google Form link, anonymously sharing their knowledge, preparation, difficulties, and benefits during the Business Meeting presentations. The questions required short sentences answers and some offered YES and No options.

RESULT AND DISCUSSION

Knowledge of Public Speaking among students

In this study, several findings are presented based on data collected through observation, questionnaires, and documentation. Rather than organizing the results by the instruments used, they are arranged according to the issues related to the Business Meeting practice in the Public Speaking class. The first set of findings pertains to students' knowledge about Public Speaking.

Public speaking is more than just talking in front of the public, it requires special skills related to the audience, situation, event type, and location. Students were asked if they could differentiate between speaking and public speaking while practicing in the public speaking class. The responses demonstrated that students are aware of what public speaking entails. They view it as the act of communicating information to an audience, either formally or informally. Scholars like Doyle and Spencer support this perspective, emphasizing that public speaking is a soft skill that involves effective communication, enthusiasm, and engagement with the audience.

Confidence is a crucial aspect of successful public speaking. Students' confidence in public speaking was examined to understand its impact on their performance. Some students expressed confidence and believed in continuous improvement, despite making occasional mistakes during their presentations. On the other hand, some students felt less confident due to limited knowledge or nervousness. The study highlighted the diverse attitudes towards confidence in public speaking.

“Public speaking refers to the act of addressing a large audience, either in a formal or informal setting, with a distinct objective in mind” (Student 02).

“Public speaking is a method of communication aimed at disseminating information to an audience in a public setting. It is commonly employed in formal occasions” (Student 09).

“In my opinion, public speaking entails the ability to address and deliver a speech to a large audience, involving the reiteration of information or other relevant content” (Student 10).

“Public speaking involves the transmission of information to an audience in real-time, either through addressing a live gathering or speaking directly face-to-face with them” (Student 20).

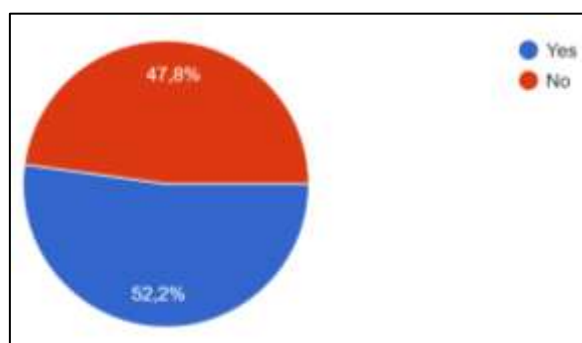


Figure 1. Students' confident to speak in public.

The data presented in the figure above reinforce the observation that nearly half of the students (47.8%) lack confidence when it comes to public speaking. This lack of confidence stems from their nervousness while speaking in front of an audience and the accompanying feeling of embarrassment. Consequently, these factors adversely impact their ability to deliver speeches effectively. As Ewen & Said (2021) explain, public speaking is all about conveying a message to the audience, and the key focus should be on engaging the audience rather than on the speaker. When on stage, every aspect of the performance is amplified, not just the voice. Therefore, if the speaker exudes confidence, it will enhance the overall performance, whereas lacking confidence may have the opposite effect.

Relevance of incorporating Business Meeting practice in Public Speaking class

Public speaking practices encompass a wide range of activities, including self-introduction, product presentation, speech delivery, material explanation, group discussions, and meetings. Among these various activities, the public speaking class decided to focus on practicing business meetings during a specific part of their sessions. Students were randomly grouped into teams consisting of six to eight members, and each group was assigned to simulate a business meeting, allowing approximately 60 minutes for the exercise. During these simulated business meetings, students were granted the freedom to choose from a selection of business meeting types, which included Status Update Meeting, Decision-Making Meetings, Problem-Solving Meeting, Team-Building Meeting, Idea-Sharing Meeting, and Innovation Meeting. The

purpose of this arrangement was to gauge students' perspective on the suitability and relevance on practicing business meetings while the context of a public speaking class.

"Indeed, I believe that Business meeting simulation is beneficial as it imparts knowledge about procedures and the proper execution of public speaking activities" (Student 03).

"Absolutely, I consider it suitable because engaging in public speaking can enhance students' fluency and interactive skills, instilling confidence in their ability to address the public effectively" (Student 04).

"Yes, I agree. In business meetings, we often encounter new vocabulary and less commonly used sentences, which significantly enrich our understanding of the business world and its terminology" (Student 05).

"I believe it is suitable since business meeting simulations allow us to cultivate creativity in expressing our opinions and provide valuable practice in honing our public speaking skills" (Student 13).

Engaging in public speaking practice is crucial for students to enhance their ability to effectively present their ideas to the public. By participating in Business Meeting practice, students learn the proper procedures for conducting meetings and gain valuable experience in expressing themselves confidently and interactively. Additionally, they acquire new vocabulary and develop their creativity to articulate ideas and opinions during these sessions. Hero (2022) supports this notion, emphasizing that crafting an impactful speech demonstrates both creativity and critical thinking.

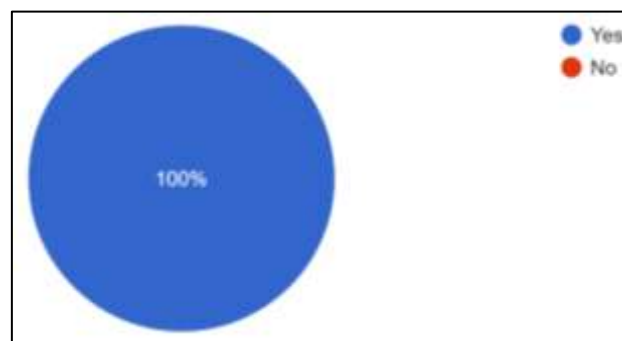


Figure 2. Appropriateness of Business Meeting practice in Public Speaking class.

Figure 2 shows unanimous agreement among all students (100%) that Business Meeting practice is well-suited for the Public Speaking class. According to Stockert (2018), participating in meetings is one of the most effective methods to refine public speaking skills. In a meeting setting, speakers are required to present ideas and engage in discussions with clients or other attendees. This provides students with valuable opportunities to prepare, practice, and deliver their presentations with precision, honing their ability to communicate effectively.

Challenges in the practice of conducting business meetings.

While nothing is truly impossible, certain things can still prove challenging to attain. This was evident during the business meeting practice, as students faced difficulties in presenting the meetings, leading to a uninspired performance. To understand the specific challenges students encountered during their public speaking practice, this question was designed to encourage students to share their experiences. These difficulties may originate from various sources, such as internal factors related to the students themselves, issues within the group dynamics, or even inadequacies in the available facilities.

“In my experience, engaging in conversation posed no difficulty for me; however, the challenge arose when it came to formulating a concept that could be practiced during the business meeting simulation” (Student 17).

“No, that’s not the case. We had already prepared a business idea that we intended to present during the business meeting simulation” (Student 22).

“Certainly, I encounter difficulties during business meeting practice due to my limited vocabulary, and I find it challenging to fully grasp the discussions happening around me” (Student 24).

“Finding suitable material to discuss business meetings proves to be challenging” (Student 25).

Indeed, practicing a business meeting poses significant challenges for students. Some difficulties they encountered include formulating suitable concepts or materials, facing vocabulary limitations, and struggling to fully comprehend others’ contributions. These challenges in meetings stem from misaligned, unprepared, or ineffective actions, making them more daunting. Understanding how people plan, execute, communicate, and operate within their work environment will shed light on the reasons behind common meeting challenges (Hewko, 2020)

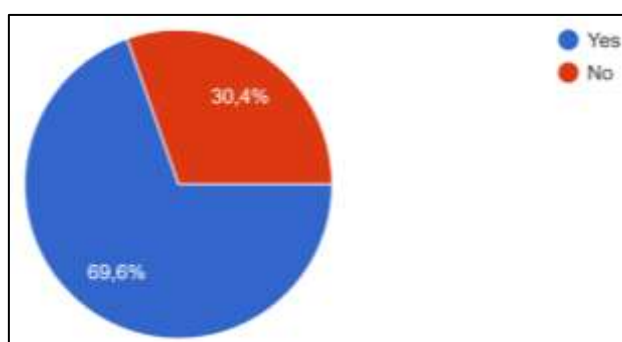


Figure 3. Difficulties in Business Meeting practice.

As seen in Figure 3 above, as many as 30.4% students did not find nor experienced difficulties in Business Meeting practice. This is due to they have prepared the materials and concept for the business meeting that they will present. Whitmore (2016) states that pre-meeting

preparation prevents poor performance and gives you an enormous advantage over someone else who shows up without having done their homework. This underlies that preparation before a meeting can minimize the difficulties which might occur during the presentation. No wonder, there were significant difference in terms of performance among groups with prepared presentation and groups with less prepared presentation.

Advantages of incorporating Business Meeting practice into Public Speaking sessions.

Despite the challenges mentioned by students earlier, they still experience valuable benefits from the Business Meeting practice. These benefits might not be immediately apparent, but they often emerge later, especially after conducting evaluations. The evaluation process can be carried out through self-assessment or group reflection. Through these reflective discussions, students can identify and categorize the various benefits they have gained by engaging in business meeting practice within the public speaking class.

“I understand the advantages of the class, as it boosts my confidence in expressing myself to others in English and enhances my vocabulary” (Student 01).

“Gradually, my nervousness dissipates, and my confidence grows stronger” (Student 33).

“To be frank, I’ve gained valuable knowledge, ranging from speaking politely and fluently to acquiring new English vocabulary and overcoming the fear of making mistakes while addressing a large audience” (Student 12).

“I have the courage to converse in English with my friends, even if my fluency is not perfect and my English may not be entirely accurate” (Student 14).

While students encountered challenges during Business Meeting practice, they also discovered numerous benefits that enriched their learning experience. Among the advantages they described were increased confidence, the acquisition of new vocabulary, diminished nervousness, and improved fluency and politeness in speech. These benefits align with Spencer’s findings (2021) that public speaking practices can enhance confidence, strengthen oral communication skills, alleviate the fear of speaking in public, and foster composure in stressful situations. It is evident that when students concentrate on activities like public speaking, they can effectively manage their nervousness, expand their relevant vocabulary, and develop appropriate meeting behavior while striving for fluency.

CONCLUSION

In conclusion, students exhibited a mix of excitement and nervousness while preparing for their Business Meeting presentations in the Public Speaking class. Although some lacked confidence in speaking publicly, they possessed the necessary knowledge and preparation strategies. Many students acknowledged their anxiety and limited English proficiency, but they surprised themselves by delivering well-prepared presentations during the practice sessions. Overall, the Business Meeting practice proved to be highly beneficial for the students, helping them

overcome their fear of public speaking and enhancing their vocabulary and professional meeting skills.

As a result of this study, the researchers suggest incorporating Business Meeting practice simulations both within the class and independently in groups with friends. This approach would provide students with opportunities to experience real-life scenarios, fostering should consider integrating such practice activities and even expand the use of simulation to cultivate effective public speaking abilities in their students.

The study emphasizes that public speaking should not be seen as an insurmountable challenge, but rather as a skill that requires consistent practice to improve. Encouraging more practice enables students to develop their knowledge, confidence, and performance preparation, ultimately enhancing their overall speaking attitude. While Business Meeting practice is a valuable exercise, it is essential to explore other forms of public speaking experiences, such as speeches, product presentation, and hosting programs. This more diverse the experiences provided by speaking lecturers, the richer the knowledge and expertise gained by students in public speaking. By continuously exploring various speaking opportunities, students can confidently navigate scenarios and become proficient public speakers.

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ASSESSING THE EFFICACY OF DUOLINGO FOR ACQUIRING ENGLISH VOCABULARY SKILLS: EXPERIMENTAL RESEARCH

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Abstract: This research aimed to explore the effectiveness of Duolingo on students' vocabulary. The researchers used quantitative methodologies with a quasi-experimental design in this research. This research used two classes that consist of experimental class and the control class as the sample. Class X OTKP served as the experimental class for this study, whereas Class X BDP served as the control class. Forty-six students made up the group. To gather data, the researchers employed multiple-choice vocabulary exams with 40 items. To calculate the data analysis, the researcher used the t-test formula. The finding shows that H_a was approved based on the data analysis. The results showed that $t_{test} 2,8$ and $t_{table} = 2,00$ with a significance of 5% (0,05) and $t_{table} 2,42$ with 1% (0,01). It means that $t_{test} > t_{table}$ and H_a was accepted. Therefore, the use of Duolingo is effective for teaching English vocabulary in the tenth grade at SMK Trisakti Jaya Bandar Lampung. Meanwhile, the mean score of students' vocabulary in experimental class is higher than the mean score of students' vocabulary in control class ($72,6 > 67,52$). The results demonstrate that Duolingo is the solution for the teacher to teach vocabulary at one of Vocational School in Bandar Lampung.

Keywords: *Duolingo Application, Experimental Research, Vocabulary*

INTRODUCTION

One of the most crucial aspects of teaching a language is vocabulary. Vocabulary is crucial because it is required for all skills in the language. English learners must master vocabulary to support their four English skills. Vocabulary is one of the components or sub-skills that students must learn. Before learning English skills, students must learn vocabulary as an essential step. Vocabulary plays a role in developing the four language skills because vocabulary is a critical component in communicating with other people. When students come to learn English, they must be proficient in four areas of English: reading, writing, listening, and speaking. Moreover, they must master three aspects of language, such as pronunciation, vocabulary, and grammar. Students can only improve their language skills if they have mastered vocabulary. Meanwhile, students can develop verbal fluency, writing, and comprehension skills with enhanced vocabulary (Elliott et al., 2002).

One of the biggest problems students encounter when learning and mastering English is the lack of vocabulary. The foundation for mastering all English skills is vocabulary. Meanwhile, only a tiny portion of the language can be acquired without mastering grammar but there is nothing people can convey without vocabulary (Thornbury, 2002). However,

learning more words and expressions can show significant improvement. One can speak very little with grammar, but one can say nothing without words. In this case, vocabulary is no less important than grammar. Lack of vocabulary will bring many difficulties for students in learning English because they will find it easier to communicate their ideas with good vocabulary mastery.

Based on the initial investigation at SMK Trisakti Jaya Bandar Lampung, many students have low English vocabulary because the students face difficulty memorizing English words correctly, challenges in applying the vocabulary, and monotonous teaching make students often feel bored when learning vocabulary. Teachers must think and use creative methods and exciting media to introduce students to the vocabulary, so students will be interested and motivated to learn English. Teachers must create teaching and learning vocabulary to be fun, engaging, and challenging. A teacher must make students understand and ensure they will remember the words they have learned before leaving the classroom (Hastomo et al., 2022).

In this globalization era, many ways can help students to increase their vocabulary mastery. Increasingly sophisticated technology offers many technological media that can assist students in learning and accessing learning resources. Practical online media is an option to make it easier for teachers to find fun media that motivates them to study English. Meanwhile, the role of the teacher is significant in introducing and directing the use of technology to students. The teacher must be more creative and adaptive to technological developments that can help improve student vocabulary learning. One popular application of technology in learning English is Duolingo. Duolingo is an application that uses gamification method to expand the user's vocabulary in certain language. One of the languages that can be expanded using this application is English (Tiara et al., 2021).

Duolingo is a platform created to make learning languages entertaining and straightforward for students so they do not feel like learning but have fun with the app. Every lesson consists of questions requiring students to think critically, analyze data, identify relationships between images and words or phrases, and use data from a multiple-choice list. Duolingo, which has more than 500 million users worldwide, is the most widely used educational software and platform for language learning worldwide. Duolingo is designed to feel like a game, so someone thinks he is playing, not learning. Vesselinov & Grego (2012) researched to determine Duolingo's effectiveness and demonstrated that most users have positive feedback on Duolingo usage. According to previous statement, this effectively raises students' motivation to learn the language (Vesselinov & Grego, 2012).

Meanwhile, using Duolingo as a learning tool in the classroom has several benefits (Munday, 2016). Duolingo is a useful language-learning tool to boost the proportion of engaged students in the teaching-learning process. Duolingo may be able to encourage and interest learners in learning using Duolingo because it combines some gamification elements in the learning process. As a result of the learners' enjoyment of learning, the material they acquire from games is typically challenging to forget. In addition to classroom instruction, Duolingo can design assignments. Additionally, students can use Duolingo at home to practice expanding their vocabulary. It is not difficult for teachers to integrate Duolingo into both indoor and outdoor schooling because it can be accessed from anywhere. Students can study whenever and wherever they have an online connection because it is a media learning language.

On the other hand, many students can use their smartphone application to improve their foreign language ability beyond the time and place (Klimova & Zamborova, 2020). Every learning tool has advantages and disadvantages depending on the context and learning environment. The following are some drawbacks to utilizing Duolingo as a vocabulary learning tool: Duolingo is an online platform for media learning, making it challenging to use in a classroom without an internet connection. The teacher must use a projector if they plan to use Duolingo. Students will become more engaged and involved in the teaching and learning process. If it happens in a regular classroom, the teacher must allocate more time and prepare additional materials, such as a projector, a loudspeaker, and a notebook.

Moreover, teachers can choose and change content material according to students' need in school curriculum (Sholikhah, 2022). There are some steps for using Duolingo in teaching vocabulary, including: (1) Teacher asked the students to learn vocabulary using English textbook; (2) Students can recognize the text's words; (3) Teacher can give the students some exercises once they fully understand the words; (4) The students may be requested to insert certain words and details from the text; and (5) The students should be prepared to use the Duolingo to acquire new vocabulary once the materials have been distributed.

Meanwhile, vocabulary instruction using the Duolingo app can be conducted in some steps. First, students download the Duolingo app and register for an account. Second, students launch the Duolingo app and choose "Let's get started.". Third, students select the language that will be learnt. Fourth, students choose their status as friends or family. Fifth, students can select their language target. Sixth, students take a brief test to gauge their proficiency in English. Next, students choose to build their profiles using their Google email. After that, students must pass a placement test. Then, lessons or units provide access to students' progress. Last, students select the following lesson, after which they unlock and receive the crown (Ajisoko, 2020).

Furthermore, Duolingo has an effect that helps students when learning vocabulary, but it has limitations. Previous finding recommended continuous use of Duolingo for English language learners and students in progressive grades. The difference between his research and this one is in the area of limitation. In contrast, this current research only examined students' vocabulary skills. The previous researcher employed the Duolingo application to improve four English language skills (Jaelani & Sutari, 2021). Meanwhile, Alamudi (2018) explains that learning English using Duolingo on Android is interesting for motivating students not interested in learning English (Alamudi, 2018). Moreover, this current study used an experimental design which aimed to identify the influence of Duolingo for teaching vocabulary at SMK Trisaktijaya Bandar Lampung. Therefore, this present research used experimental research as the novelty of this research.

Based on previous discussion, the researchers can inform the research objectives of this research: First research objective is to identify the effectiveness of Duolingo on students' vocabulary mastery. Meanwhile, second research objective is to investigate whether the mean score of the students taught through the Duolingo Application is higher than the student's vocabulary mastery that was prepared using conventional media. Therefore, the researchers were interested in implementing the Duolingo application in vocabulary teaching activities.

RESEARCH METHODOLOGY

This research design is experimental research. The experimental method of data analysis is used to determine how one particular activity compares to another in a specific situation (Sugiyono, 2009). The classes can be both a control and an experimental class. Duolingo Application is used in the experimental class, while conventional teaching media, such as vocabulary memorization in textbook, is used in the control class. This current study used pre-test and post-test data for collecting data and determining the effectiveness.

The population is a generalization area consisting of subjects or objects that represented characteristic or quantities in certain research. The population of this study was taken from the first-year students of SMK Trisakti Jaya Bandar Lampung in 2022-2023. The population is 89 students that consist of 6 classes. The writer used Random Sampling Technique in the process of gathering the sample. Meanwhile, the random sampling technique was used when the researcher could not quickly identify the population (Creswell, 2012). As samples for the research, the writer selected two classes, the first is class X OTKP, an experimental class that teaches vocabulary through Duolingo, and the second grade is grade X BDP, which serves as a control grade that teaches vocabulary through conventional media.

The data collection technique describes how to obtain data for research. Quantitative data in measuring were obtained from the pretest and posttest data of the student's vocabulary. The researcher took data from student tests to measure students' vocabulary knowledge in an experimental class using Duolingo application and without the Duolingo application in the control class. The researcher used the t_{test} formula to examine the hypotheses in the present research. The accepted criteria are H_a if $t_{\text{test}} > t_{\text{table}}$ with significance 0.05 and 0.01.

Data analysis is used to determine whether the data from the two classes had a normal distribution. In this research, the chi-square formula is used. The writer tested the homogeneity of the variance of the two data after proving that the population data had a normal distribution. The researcher employed the t-test formula in this research to find out whether variable X affects variable Y and to test the hypothesis of whether it is accepted or not.

RESULT AND DISCUSSION

Result

The Experimental Class Data Normality Test

To determine the students' outcomes in an experimental class, the writer used the test in vocabulary. Following the presentation of all materials in the experimental class using the Duolingo App, and gave a 40-question multiple-choice test. The results show that 55 with (n) = 25 is the lowest score, and 80 is the highest.

There are the following findings:

$$\sum F_i = 25$$

$$\sum F_i X_i = 1815$$

$$\sum F_i X_i^2 = 122760$$

The average score: $\bar{x}_i = 72.6$

With Standard deviation = 8.31

From the calculations, the writer got $L_o = 0.1525$ with $n=25$, H_o is rejected if $L_o > L_{\text{table}}$, and H_o is accepted if $L_o < L_{\text{table}}$. With a significance level of 5% ($\alpha=0.05$), L_{table} is 0.1730. Thus, H_o is accepted with L_o ($0.1525 < L_{\text{table}} 0.1730$), which indicates that the data is normally distributed.

The Control Class Data Normality Test

To determine the students' outcomes in an experimental class, the writer used the test in vocabulary. Following the presentation of all materials in the control class using the conventional media, gave a 40-question multiple choice test. The results show that 52.5 with (n) = 21 is the lowest score, and 75 is the highest.

$$\Sigma F_i = 21$$

$$\Sigma F_i X_i = 1418$$

$$\Sigma F_i X_i^2 = 96644$$

The average score:

$$\bar{x}_i = 67,52$$

$$\text{Standard deviation} = 6.69$$

From the calculations, the writer got $L_o = 0.1148$ with $n=21$, H_o is rejected if $L_o > L_{table}$, and H_o is accepted if $L_o < L_{table}$. With a significance level of 5% ($\alpha=0.05$), L_{table} is 0.1730. Thus, H_o is accepted with L_o ($0.1148 < L_{table} 0.1730$), which indicates that the data is normally distributed.

Homogeneity Test of Variance

After the population data was proven to be normally distributed, the writer tested the variance of the two data for homogeneity using the following formula:

H_o = (The data's variance is homogeneous)

H_2 = (The data's variance is not homogeneous)

The Formula that is used is as follows:

$$F_{hit} = \frac{(\text{the highest variance})}{(\text{the lowest variance})}$$

$$\begin{aligned} F_{hit} &= \frac{69}{44.76} \\ &= 1.54 \end{aligned}$$

Based on the data analysis, the writer obtained F_{ratio} is 1.54. H_o is accepted because F_{table} at a significant level of 0.05 is 2.12 and 0.01 is 2.94. It indicates that the data's homogenous variance is present for the experimental and control classes.

The Hypotheses Test

The writer analyzes the data using the t-test formula to determine whether or not the hypothesis is acceptable. Test results from the experimental and control classes are the data analyzed in this research. Based on the calculation, the writer got $t_{test} 2,8$ and $t_{table} = 2,00$ with a significance of 5% (0,05) and $t_{table} 2,42$ with 1% (0,01). It means that $t_{test} > t_{table}$. So, H_a was accepted, and The writer concluded that using Duolingo in learning English vocabulary in class tenth at SMK Trisakti Jaya Bandar Lampung for 2022–2023 had a significant effect.

The following hypothesis was proven: the average score of the vocabulary of students who learned through the Duolingo Application was 72.6 higher than those who learned through Conventional media 67.52 ($72.6 > 67.52$) in the tenth grade of SMK Trisakti Jaya Bandar Lampung in the academic year 2022/2023. The control class's average score is lower than the experimental class'. It was gotten after teaching by using Duolingo Application. The result is shown in the table below.

Table 1. The Average Score of Students' Vocabulary Test

No.	Class	Mean Score
1.	Experimental Class	72.6
2.	Control Class	67.52

Discussion

The Effectiveness of the Duolingo App for Learning English Vocabulary

Vocabulary is the basis for mastering all English skills. The foundation for learning all English skills is vocabulary. Meanwhile, only a tiny portion of the language can be acquired without mastering grammar, but there is nothing we can convey without vocabulary (Thornbury, 2002). However, learning more words and expressions can show significant improvement. One can speak very little with grammar, but one can say nothing without words. In this case, vocabulary is no less important than grammar. Lack of vocabulary will bring many difficulties for students in learning English because, with good vocabulary mastery, they will find it easier to communicate their ideas.

To enhance students' vocabulary skills, the teacher should be able to appropriately guide their students' teaching and learning process by using media for teaching reading. The teacher can encourage them to learn vocabulary through some ways or media. Media are helpful to be used because they can help students to comprehend the text quickly and effectively. Vesselinov & Grego (2012) researched how effective Duolingo is and found that the majority of students who use it show they enjoy using Duolingo. Students found Duolingo a great application that got students interested in learning vocabulary (Vesselinov & Grego, 2012).

Duolingo is a practical application for learning vocabulary (Irawan et al., 2020). In his research, they found that the results shown on the Duolingo application significantly affect vocabulary learning for the students at his college. Meanwhile, another study reported that students liked the Duolingo application as an English learning tool on Android (Alamudi, 2018). They also said that the application was easy to use and helped them increase their vocabulary, indicating that the application can be used to teach vocabulary.

Therefore, this research was valid. There was an effective Duolingo in learning English vocabulary in at tenth grade of SMK Trisakti Jaya Bandar Lampung in the academic year 2022/2023. it can be seen from the result of $t_{\text{test}} = 2.8$ for $t_{\text{table}} = 0.05$ was 2.00 and for $t_{\text{table}} = 0.01$ was 2.42 ($2.8 > 2.00 > 2.42$) from the data's outcome collected and analysed through vocabulary test, the writer found the effectiveness to vocabulary learning through the Duolingo application is very effective because the students can improve their English vocabulary.

The Comparison of Mean Scores in Both Classes

In this study, the writer applied an approach that involved several data collection activities, such as observation, questioning, experimenting, and processing and communicating information or data. The research was carried out in two classes. The writer used the Duolingo application in the experimental class and used conventional media in the control class. The Duolingo application significantly affected the student's ability to collect information from the text. The method was excellent because the learning method was not dull.

Duolingo application can be a medium for learning vocabulary. The Duolingo application offers “gamification” learning for its users. Duolingo’s gamification techniques make learning easy and fun. Duolingo is designed to help students learn a foreign language, but they do not have to take it seriously. Duolingo is included in the category of educational applications, but how to use it is like playing a game. The goal of using the Duolingo application is to expand your vocabulary (Aprilani et al., 2023). The Duolingo application, available for iOS, Android, and Windows phones, is designed to allow users to keep up their language learning wherever they are. The Duolingo application was created to make learning fun and simple. The Google Play Best of The Best 2013 award went to the Duolingo application for this innovation because the gamification method successfully gets many people to learn new information (Purwanto & Syafryadin, 2023).

Data analysis shows that students in class X at SMK Trisakti Jaya Bandar Lampung have a higher average vocabulary score when using the Duolingo application than conventional media. According to the findings, the average score for the experimental class was 72.6, whereas the average score for the control class was 67.52 ($72.6 > 67.52$). It fits the intention of this research, and this media can influence students’ vocabulary mastery. It means the Duolingo application can be used as a medium to teach vocabulary. It could improve students’ ability to comprehend the text and make them enthusiastic when teaching-learning (Yuwono, 2022).

From the results above, the hypotheses in this research were accepted. The first hypothesis is that there is a significant effectiveness of Duolingo on students’ vocabulary mastery in the tenth grade at SMK Trisakti Jaya Bandar Lampung in 2022/2023. The second hypothesis is: The average student vocabulary mastery learned through the Duolingo application is higher than those taught using conventional media of the tenth grade at SMK Trisakti Jaya Bandar Lampung in 2022/2023.

CONCLUSION

According to finding and discussion, the researchers concluded that Duolingo is effective media for teaching English vocabulary in the tenth grade of the SMK Trisakti Jaya Bandar Lampung in the academic year 2022/2023. It can be seen from the result of $t_{\text{test}} = 2.8$ for $t_{\text{table}} = 0.05$ was 2.00 and for $t_{\text{table}} = 0.01$ was 2.42 ($2.8 > 2.00 > 2.42$). Therefore, the effectiveness of learning vocabulary through the Duolingo is very significant. Moreover, the mean score of the students’ vocabulary in experimental research (72.6) is higher than students’ vocabulary in control class (67.52). The results demonstrate that Duolingo is the solution for the teacher to teach vocabulary at SMK Trisakti Jaya Bandar Lampung.

Furthermore, this research concentrated just on the improvement of students’ vocabulary. Future researchers who want to use this media in conducting their research must prepare materials or texts and know precisely the technique conducted to teach vocabulary. The writer hopes that the findings from this study can develop future researchers to conduct research on the Duolingo Application at a broader scope, on various types of content, different English skills or components and on students of varying levels.

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AN ANALYSIS ON TRANSLATION TECHNIQUES IN THE SUBTITLE OF THE MOVIE "AVATAR"

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Abstract: This study investigated the intricate process of translating thoughts and ideas between different languages, which goes beyond mere linguistic proficiency. Successful translation requires a deep comprehension of cultural nuances in both the source and target languages, as well as a thorough understanding of the text and the intended audience. The aim is to achieve accurate and effective translations while avoiding literal interpretations, potential misunderstandings, and inaccuracies. The focus of this study is the specific translation techniques employed in subtitling the renowned film "Avatar." To conduct this research, a qualitative approach using descriptive methods is adopted, utilizing dialogue and subtitles from the movie as the primary data source. The analysis involves the identification of translation techniques based on Newmark's framework (1988) and references Larson's classification of translation types (1945). Through this study, a comprehensive exploration of the diverse translation techniques used in subtitling "Avatar" is undertaken. The findings emphasize the significance of cultural knowledge in achieving successful translations. It is encouraged that future research delves into other films to gain a broader understanding of subtitle translation, encompassing various translation methods, procedures, and other pertinent aspects of translation.

Keywords: *Translation, Translation Technique, Subtitle, Movie, Avatar*

INTRODUCTION

English is undoubtedly an international language, serving as a global medium for communication and information dissemination. A significant portion of information, from scholarly articles to entertainment content like movies, is presented in English. This prevalence underscores the importance of accessibility and inclusivity, especially in reaching a diverse and widespread audience. Translation plays a pivotal role in this regard, as they bridge language barriers and allow a broader audience to engage with content that might not be in their native language. In the context of movies, translation in a form of subtitles enable individuals from various linguistic backgrounds to fully immerse themselves in the narrative, emotions, and nuances conveyed by the film.

The essence of translation lies in transforming the form of the source language (SL) into the target language (TL). Larson (1984) succinctly states that "translation is basically a change of form, where the form of the source language is replaced by the form of the receptor (target) language." The Oxford Advanced Learner's English Chinese Dictionary (6th Edition)

defines subtitle as “words that translate what is said in a film/movie into a different language and appear on the screen at the bottom”. According to Mark Shuttleworth and Moira Cowie, Subtitling can be defined as “the process of providing synchronized captions for film and television dialogue and more recently for live opera”. Subtitle translation can be regarded as a written, immediate, and synchronous translation. According to these definitions, it can be concluded that subtitle translation refers to giving interpretations of the original words appearing at the bottom of the film or television screen.

The main function of subtitle translation is to convey the precise message to the audience in an effective way and make them understand and appreciate the film and television limited by time and space. To achieve this goal, translators must obey some principles and adopt some techniques and strategies, as well as lay much emphasis on the cultural phenomenon. The exploration of translation theories and techniques will draw upon the insightful perspectives of Peter Newmark and Mildred Larson theory.

In this article, the focus shifts towards a comprehensive exploration of the intricacies embedded within the translation technique employed in the subtitles of the cinematic masterpiece, "Avatar". Directed by James Cameron, "Avatar" is a visually stunning science fiction epic set in the year 2154 on the distant planet of Pandora. The story follows Jake Sully, a paraplegic former Marine who is given the opportunity to inhabit an "avatar" a genetically engineered body resembling the native Na'vi people. As Jake becomes integrated into the Na'vi culture, he faces moral dilemmas as he becomes torn between the corporate interests of the human military and his growing connection to the Na'vi and their harmonious relationship with the planet's ecosystem. The film explores themes of environmentalism, cultural clash, and the pursuit of profit at the expense of nature. As Jake's loyalty wavers, he finds himself at the center of a conflict that will determine the fate of Pandora and its inhabitants. The film is celebrated for its groundbreaking visual effects, immersive 3D technology, and its thought-provoking narrative. The film was released on 2009 and starred by Sam Worthington, Zoe Saldana, Sigourney Weaver, , Stephen Lang, Michelle Rodriguez, Giovanni Ribisi, Joel David Moore, and many more.

The choice of "Avatar" as the subject of this study on translation techniques in movie subtitles stems from its iconic status and multifaceted narrative. This film's intricate storytelling, combined with its immersive fictional universe, provides a rich terrain to explore various translation strategies. The film's interplay between human and Na'vi cultures, complex dialogues, and the unique terminology of Pandora present an ideal opportunity to dissect how translation techniques are employed to ensure linguistic and cultural fidelity. By delving into the subtitled version of "Avatar" the intention is to unveil the ways in which language barriers are transcended while capturing the essence of characters, plot intricacies, and the movie's underlying themes.

Within this journal, several examples of previous research with topical similarities to the current study are elucidated. The instances drawn upon include several journals, namely: a journal titled “An Analysis of Subtitle Translation of *Hello, Mr. Billionaire* from the Perspective of Skopos Theory” written by Yucheng Sheng, Xiaohui Gao, Honglei Ma, Yaorui Zhuang in 2019 and published on Scientific Research an Academic Publisher (Open Access Library Jurnal Vol. 6 No. 7), a journal titled “Postmodernisme dalam Film Avatar The Way of Water” by Ratri Rizki Kusumalestari in 2023 and published on Bandung Conference Series: Communication Management Vol 3 No. 2, a journal titled “ Konsep Skopos dan Aspek

Fungsionalnya” written by M Masduki in 2011 and published on Prosodi, a Trunojoyo Madura University Journal Website, Vol. V No. 2, a journal titled “Penerjemahan Idiomatis Peter Newmark dan Mildred Larson” by Yusniaty Galingging and Gunawan Tambunsaribu in 2022 and published on Dialektika Jurnal Bahasa Sastra dan Budaya Universitas Kristen Indonesia, and a journal titled “Analisis Teknik Penerjemahan Subtitle Dalam Film Inside Out Karya Pete Docter dan Ronnie Del Carmen” by Muhammad Ali Ghufon, Novia Yolanda, Mutmainatul Mardiyah in 2022 and published on Sinastra Website Volume 1.

Based on the aforementioned premises, the author aims to address and analyze the matter of translation techniques in Indonesian subtitles of the English-language film titled "Avatar" within this manuscript, under the title: **"An Analysis on Translation Techniques in the Subtitles of the Movie "Avatar"**.

RESEARCH METHODOLOGY

The methodology section emphasized the importance of having selected suitable research methods to guide the study. The chosen methods for this research included data collection, analysis, and presentation techniques. The primary source of data for this study was the film "Avatar." The research focused on the utterances of the main character, Jake, comparing the English and Indonesian versions of the film. Qualitative analysis was conducted, specifically categorizing the data based on translation methods proposed by Newmark (1988). The findings were presented using formal tables to display the frequency of translation methods, accompanied by informal explanations to provide further insights into the data. Overall, the methodology section underscored the significance of having carefully selected and applied appropriate methods to effectively address the research objectives.

RESULT AND DISCUSSION

Sub-heading 1

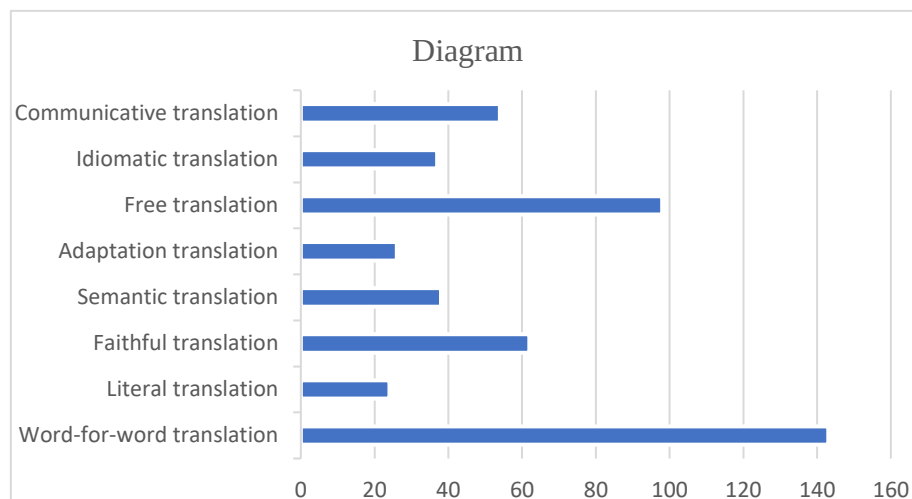
The analysis yielded findings that addressed the research questions. Through the analysis, it was discovered that the translators of the film "Avatar" had utilized one primary technique from Newmark and two additional techniques from Larson. These techniques involved adjustments such as additions, deletions, and modifications. According to Newmark (1988), there were eight translation methods categorized into two perspectives: one focused on the source language (SL) and the other on the target language (TL). Larson's (1954) translation theory, on the other hand, proposed two main types of translation form-based translation and meaning based translation.

Newmark (1988) provided a definition of translation methods as the strategies and approaches used when translating texts from the source language (SL) to the target language (TL). These methods involved the careful selection and application of techniques to ensure accurate and effective translation. The choice of method depended on various factors, such as the nature of the text, the intended audience, and the desired translation outcome.

Newmark emphasized the significance of considering the cultural and linguistic disparities between the SL and TL while employing translation methods. He highlighted the importance of capturing the intended meaning and effectively conveying it in the TL, while

also considering cultural nuances, idiomatic expressions, grammatical structures, and other linguistic features. Newmark's translation methods served as valuable guidelines and strategies for translators to navigate these challenges and produce high-quality translations that retained the essence of the original text while adapting it to the TL and its cultural context.

The entire translation comprised 1422 units. Among these, 143 words were translated word-for-word, 24 words were translated literally, 62 words were faithfully translated, 38 words were semantically translated, 26 words were adapted in translation, 98 words were freely translated, 37 words were idiomatically translated, and 54 words were translated with a focus on effective communication. For example, can be seen in Table 1 below.



CONCLUSION

Based on the information provided above, there were three essential criteria that translators needed to consider before embarking on the translation process for the film "Avatar." It was crucial for translators to have possessed a strong understanding of the source language, target language, and the socio-cultural contexts associated with both languages to achieve a high-quality subtitle translation.

1. The study incorporated two theories: the primary theory proposed by Newmark (1988) regarding translation methods, and a supporting theory by Larson (1945) concerning the classification of translation into two types.
2. Out of the total of 1422 words, 143 words were categorized as Word-for-Word Translation, making it the most prevalent translation method employed.

3. The primary purpose of the basic concept was to provide relevant ideas that were interconnected with the research.

Consequently, the successful translation of film subtitles, particularly from English to Indonesian, relied on maintaining equivalence between the two languages to ensure that the intended message was comprehensible to the readers of the target language text. The translator's proficiency in conveying translation equivalence was essential for reader comprehension, along with their adeptness in employing various translation techniques to achieve accurate and understandable translations.

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**THE FUNCTIONS OF DERIVATIONAL SUFFIXES IN INSPIRATIONAL BOOK
WRITTEN BY MARIA AND ELIZABETH RAHAJENG "BECOMING
UNSTOPPABLE"**

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Abstract:

This study focuses on the derivational suffixes found in Maria and Elizabeth Rahajeng's book "Becoming Unstoppable." The study encourages further exploration and understanding of derivational suffixes, by comprehending what is the function derivational suffixes, individuals can enhance the language skills and improve communication. The study identifies and explains the derivational suffixes using the theories proposed by (Lieber, 2009) and (Carstairs-McCarthy, 2002), shedding light on the process involved. Both formal and informal methods were used to describe the study's findings. The writer identified three forms of derivational suffix functions: category-changing lexeme formation, meaning-changing lexeme formation, and both category and meaning-changing lexeme creation. The process of derivational suffixes was described using labeling and bracketing. From the outcome, a total of 159 data were identified, with the main type function being category-changing lexeme formation 129 data, followed by both category-meaning changing formation 30 data. However, meaning-changing lexemes were not found in the data source. This study underscores the significance of morphological terms in language, as they facilitate the creation of new words from diverse languages and word forms.

Keywords: *Becoming Unstoppable; Derivational suffixes; Function*

INTRODUCTION

Linguistics refers to the study of language. Linguistics is the study of language at the sound form, morpheme, word, phrase, clause, and sentence levels (Katamba, 1994). Linguistics, as a discipline, is separated into several divisions, including phonology, syntax, semantics, pragmatics, and morphology. According to (Matthews, 1991), morphology is simply a name for a field of linguistics concerned with the forms of words in multiple contexts and structures. Morphology is like the makeup of words in a language. It's about how words are formed from smaller units called morphemes. Morphemes are like building blocks that give words their meaning. Morphology also can lead someone to understand how words change to show things like tense past, present, gender, and even how word fit into sentences like changing a verb into its past tense form. Morphology is the study to understand how words change to express different meanings or forms, like adding prefixes or suffixes.

During the process of forming lexemes, three potential outcomes can occur. One possibility is the alteration of a word's category or part of speech. This involves transforming verbs into nouns or adjectives, and nouns into verbs, as described by (Lieber, 2009). Category-changing lexeme formation refers to the positions of derivational suffixes to create new lexemes by altering the part of speech or category of a word. For instance, the change from a verb to a noun is illustrated in the transformation of *understate* to *understatement*. This example highlights the capacity of derivational suffixes to modify a base word's part of speech while retaining its core meaning. In Meaning-changing lexeme formation category, another aspect of lexeme formation, the alteration of meaning takes precedence. In specific cases, lexeme generation rules may not impact the word's category, yet they impart substantial new meaning, as outlined by (Lieber, 2009). For instance, in the transition from *wash* to *rewash*, the action is reiterated, resulting in a shift in underlying meaning. However, this alteration does not influence the part of speech of the word. Furthermore, the Both Category and Meaning-Changing Lexeme Formation, according to (Lieber, 2009) derivational suffixes have the ability to produce new lexemes by changing the category and creating new meaning, for example Verb derived noun in the word *provide* become *provider*, by adding the suffix *-er* this construction process can provide the base a new meaning as well as a new category.

The similar studies had been conducted by (Rachmadi et al., 2021) conducted a study titled "Function of Derivational Affixes in Novel *The Hobbit*," which mirrored the current study. The primary aim of their study was to uncover the roles of Derivational affixes. A key disparity between their work and the present study is the focus on affixes meanwhile, the current study focus on suffixes. The article, based on 27 data revealed that the most frequent type of derivational affix is the adjectival category derived from verbs. Another study, authored by explored (Andadari et al., 2021) Derivational Affixes observed in Instagram posts from the account @poemsporn_. This study concentrated on identifying types of derivational functions and affixes. Their approach was rooted in Brinton's (2010) theory and supporting by Katamba (1994) theory. In contrast, on the current study draws on Lieber's (2009) theory, with McCarthy's (2002) complementary theory, to analyze the process of derivational suffixes through the Labelled & Bracketing model.

The last related article by (Rahmawati et al., 2021) entitled Derivational Suffixes Forming Noun from Verb found in *Revenge Wears Prada* novel: A Morphological Study. The differences can be obtained from the earlier studies with the current study is the theory of this study used theory by Plag (2003) and the current study is used theory by Lieber (2009) to analyze the function of derivational suffixes. This study found 236 data using suffixes which form noun from verb.

The book *Becoming Unstoppable* (Maria & Elizabeth Rahajeng, 2018) is chosen as the data source because the content inside the book is easy to be understood and has valuable lessons to learn. The inspirational book "Becoming Unstoppable" written by Maria & Elizabeth Rahajeng, this book was published by PT. Elex Media Komputindo in 2018 divided into 10 chapters with 205 pages. Therefore, it is interesting to read because the book contain several of derivational suffixes and prefixes inside the sentence. The example of derivational process of suffixes can be found inside the book such as suffix *-ly* in the word *overwhelmingly*,

prefixes un- in the word unstoppable. The process of analyzing derivational suffixes is not easy to understand it is rather difficult, which is why many individuals are still confused about the form and purpose of derivational suffixes. By comprehending what is the function derivational suffixes, individuals can enhance the language skills and improve communication. Based on that explanation, the writer choose this topic because importance of evaluating the kind of functions derivational Suffixes in the book "Becoming Unstoppable" is specified.

RESEARCH METHODOLOGY

To determine the functions of derivational suffixes and the process of derivational suffixes, the data was analyzed using descriptive qualitative and quantitative methods. Lieber's (2009) theory was utilized to examine the functions of derivational suffixes, there are 3 categories, Category-Changing Lexeme Formation, Meaning-Changing Lexeme Formation and Both Category Meaning-Changing Lexeme Formation. Whereas, McCarthy's (2002) theory is employed in this study to analyze the derivational process of suffixes. In order to analyze the process of derivational suffixes identified in the data source, the Labelled & Bracketing model was applied. The information was gathered in three stages:

1. Reading and comprehending the content of the book
2. Highlighting any words in "Becoming Unstoppable" that include derivational suffixes.
3. Classifying the derivational suffixes into their types

To present the results of this study, a combination of formal and informal methods was employed to elucidate the findings and communicate the approach used for data analysis. The formal method was used when the data was presented in a table format with clear labeling and bracketing. Conversely, the informal method was adopted when the data was provided in the form of phrases and descriptions. This approach allowed for a comprehensive portrayal of the data analysis outcomes.

RESULT AND DISCUSSION

Results from this study show that function of derivational suffixes occur in book "Becoming Unstoppable" presented by table below. There are several derivational suffixation functions, which are: lexeme formation that changes categories, lexeme formation that changes meanings, and lexeme formation that changes both categories and meanings. The table below shown the result from the book "Becoming Unstoppable" illustrates the overall function of the derivational suffixes identified in the data source.

No.	Functions of Derivational Suffixes	Suffixes	Occurrences	Percentage
1.		-ing	50	81%

	Category-Changing Lexeme Formation	-ity	35	129	
		-ion	12		
		-ize	10		
		-al	22		
2.	Meaning-Changing Lexeme Formation		0		0
3.	Both Category Meaning-Changing Lexeme Formation	-er	7	30	19%
		-less	5		
		-ic	4		
		-or	3		
		-ful	6		
		-able	5		
Total:			159		100%

Table 1. The Functions of Derivational Suffixes found in inspirational book “Becoming Unstoppable”

As shown in the table above, out of the 159 derivational suffixes that were discovered, 129 data were category-changing and 30 data were both category meaning-changing lexeme formations. The category-changing and both category-meaning altering lexeme formation processes are the most prevalent ones when analyzing the functions of derivational suffixes. However, the formation of meaning-changing lexemes was not found in the data source. The use of suffixes is particularly crucial for developing new vocabulary items and for exploring further into the study of morphology to improve our comprehension of word structure.

Based on the results above stated, this discussion employed a Labelled and Bracketing approach based on McCarthy's (2002) theory as well as Lieber's (2009) theory to assess the roles of the derivational suffixes that were detected in the data. The goal and source of the data are described, and the process of derivational suffixes may be evaluated using the descriptive qualitative method. The approach was used to offer a justification for the analysis of labelled & bracketing data. Below is a demonstration of the process.

1. Category- Changing Formation

Data 1 “But by the *beginning* of her third semester ... (Becoming Unstoppable, pg.1,5th line).

Beginning (Noun)

[[Begin]_v -ing]_n

The addition of the suffix -ing to the word "begin" has an impact on both its grammatical classification and its meaning. The modification shifts the word's original function as a verb to a noun. According to the Oxford English Dictionary (OED), the term *beginning* is derived from the fundamental word "begin," signifying the initiation of an action. The attachment of the suffix -ing results in the formation of *beginning*, referring to the instance when something commences – the initial phase of an event or narrative. In this transformation, the word *beginning* exemplifies a category-changing lexeme. The application of the suffix "-ing" alters

the word's grammatical category from a verb to a noun, yet the underlying meaning remains consistent. This process showcases how a word can undergo a shift in classification or part of speech, giving rise to a new lexeme.

Data 2 ... “love, harmony, **serenity**, strong bonds to family”.... (Becoming Unstoppable, pg. 2, 8th line)

Serenity (Noun)

[[Serene]_{adj} - ity]_n

The incorporation of the suffix "-ity" into the word "serene" induces a shift in the grammatical category of the base word. This change results in the transformation of the word's original adjective form into a noun, accompanied by an alteration in meaning. Referring to the Oxford English Dictionary (OED), "serenity" originates from "serene," conveying tranquility, and the suffix "-ity," suggesting a quality. By attaching "-ity" to "serene," "serenity" comes into being, encapsulating the attribute of peacefulness. This transformation serves as an illustration of Category-Changing Lexeme Formation, in which the adjective nature of the word shifts to that of a noun, while keeping the meaning the same. Because the word serenity is created from an adjective to a noun while keeping the same meaning, it is a part of **Category-Changing Lexeme Formation**.

Data 3 “Nenek didn’t allow her lack of **education** to get in the way of working hard to provide the best she could for her family”. (Becoming Unstoppable pg. 4 8th line)

Education (noun)

[[Educate]_v -ion]_n

Suffix -ion to the word education alters the word class of the word base educate. It transformed the word base's word class from verb to noun and so changed the meaning of the term. As expounded upon by the Oxford English Dictionary (OED), "education" emerges as a derivative of the foundational term *educate*, which intrinsically embodies the action of imparting knowledge to an individual, frequently transpiring within an academic framework and over a stipulated duration. The integration of the -ion suffix yields the word *education*, which because the word education is created from a verb to a noun while keeping the same meaning, it is a component of **Category-Changing Lexeme Formation**. By modifying the category or part of speech of a word, the word education creates a new lexeme.

Data 4 “we are **prioritize** the youngest one” (Becoming Unstoppable, pg. 23 5th line)

Prioritize (verb)

[[Priority]_n -ize]_v

The addition of the suffix -ize to the word prioritize alters the word class of the word base priority. It transformed the word base's word class from noun to verb and so modified the meaning of the term. According to the Oxford English Dictionary (OED), the word prioritize comes from the base word priority, which means something that you think is more important than other things and should be resolved first, then added by the suffix -ize to become prioritize means to arrange tasks, problems, and so on in order of importance, so that the most important things are dealt with first. The addition of the suffix -ize in the word prioritize changes the category of the word but keeps the same meaning. Because the word prioritize is created from a noun to a verb while keeping the same meaning, it is a component of **Category-Changing**

Lexeme Formation. By modifying the category or part of speech of the word, prioritizing introduces a new lexeme.

2. Both Category Meaning-Changing Lexeme Formation

Data 5 “A *manager* at a local McDonald’s, and scored Dad his first job!” (Becoming Unstoppable pg.7 5th line)

Manager (noun)

[[Manage]_v -er]_n

In the word manager, the suffix -er modifies the word class of the word base manager. It transformed the word base's word class from verb to noun and so changed the meaning of the term. According to the Oxford English Dictionary (OED), the term manager is derived from the basic word manage, which meaning to control or be in charge of a business, a team, an organization, or land, followed by the suffix -er. Manager refers to the person in charge of operating a business. The addition of the suffix -er in the word manager affects the category and basic meaning of the term. As a result, the word manager has the **Both Category Meaning-Changing Lexeme Formation** because the word manager's derivational suffix -er develops new lexemes by creating a change in part of speech or category of word and adding considerable new meaning.

Data 6 “.....he began to realize he was *homeless*, he had nowhere to go”. (Becoming Unstoppable pg.5 1st line)

Homeless (adjective)

[[Home]_n -less]_{adj}

The suffix -less in the term homeless alters the word class of the basic word house. It transformed the word base's word class from noun to adjective, as well as its meaning. According to the Oxford English Dictionary (OED), the word homeless comes from the basic word home, which implies the house or flat in which you live, followed by the suffix -less, which means having no home and hence generally living on the streets. The addition of the suffix -less to the term homeless alters its category and actual meaning. As a result, the word homeless has the **Both Category Meaning-Changing Lexeme Formation** because the derivational suffix -less in the term homeless generates a new lexeme by creating a change in part of speech or category of word and adding major new meaning.

Data 7 “ I love a bright, classic,*optimistic* look”. (Becoming Unstoppable pg.156 2nd line)

Optimistic (Adjective)

[[Optimist]_n -ic]_{adj}

The word class of the word base optimist is altered by the suffix -ic in the word optimistic. It altered the meaning of the term and changed the word's word class from noun to adjective. According to Oxford English Dictionary (OED), the term optimistic is derived from the word

optimist, which implies a person who consistently hopes for the best or success. The suffix -ic was subsequently added. to adopt an optimistic outlook is to anticipate success or positive outcomes. The word optimistic changes in category and substantive meaning when the suffix -ic is added. Since the derivational suffix -ic in the word optimistic causes a change in part of speech or category of word and adds significantly new meaning, it has the **Both Category Meaning-Changing Lexeme Formation**.

Data 8 “It comes to being a digital content *creator*”. (Becoming Unstoppable pg.163 1st line)

Creator (Noun)

[[Create]_v -or]_n

The word class of the word base create is altered by the suffix -or in the word creator. The word's meaning was altered as well as the term's word class, which was changed from verb to noun. According to the Oxford English Dictionary (OED), the term "creator" is derived from the basic verb "to create," which means to bring about or bring into being. The suffix "-or" makes the word "creator" refer to a person who has created or produced a specific object. The word creator alters in terms of word category and substantive meaning when the suffix "-or" is added. As a result, the word creator has the **Both Category Meaning-Changing Lexeme Formation** since the derivational suffix -or causes a change in the word's category or part of speech as well as a significant addition of new meaning.

CONCLUSION

The study's findings and analysis led to the following conclusions: Derivational suffixes have three purposes, according to Lieber's (2009) theories: category-changing, meaning-changing, and both category and meaning-changing lexeme formation. McCarthy (2002) examined and clarified the derivational suffixes process using his theory. The most prevalent processes of derivational suffixes utilized in the book *Becoming Unstoppable* are category-changing and both category-meaning-changing processes. A total of 159 data derivational suffixes were found in the data source, of which 129 changed the category-changing lexeme formation and 30 changed the both category-meaning changing formation. However, the formation of meaning-changing lexemes was not found in the data source.

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GAMIFICATION-BASED APPS IN TEACHING AND LEARNING ENGLISH: A SYSTEMATIC LITERATURE REVIEW

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Abstract: The use of gamification-based apps has gained popularities in the last few years as teachers were forced to be creative in designing the teaching and learning activities during the pandemic. This study is a Systematic Review using Prism methodology which aims to seek what gamification-based apps have been researched, methodologies, targets, years, and areas improved. The research resulted in 28 papers associated with the research topic collected from a single database i.e., Google Scholar. The results were synthesised in tables and figures based on the questions and discussed thoroughly. The research highlights the main findings include Quizziz as most used gamification apps, Quantitative approach as most popular research method, most targeted participants were senior high school, most studies were done in 2021, and engagement was the most improved aspect through the utilisation of gamification-based apps. The study also proposes some recommendations for the future research including the limitation of the study.

Keywords: *Gamification-based apps, Systematic Review, EFL*

INTRODUCTION

Gamification or game-based Apps in teaching and learning English have been utilised to promote students' engagement in recent years. Gamification has been defined in several ways such as the use of game design in non-game context (Deterding et al., 2011), a process of designing a gameful learning experience, (Majuri et al., 2018) a way of making a game-like activities (Werbach, 2014) (the use of technology-human interaction for learning (Mahnič, 2014), and a factor that is studied as it is believed to play important role in students engagement and motivation (Dichev & Dicheva, 2017; Linehan et al., 2011). Therefore, gamification can be summarised as integrating the game-like features (elements and mechanics) into language teaching to engage the students in an interactive, enjoyable, effective, and fun classroom.

Gamification-based Apps today have incorporated features in them to tackle specific language skills such as grammar exercises, vocabulary quizzes, reading quizzes, listening quizzes, as well as writing and many different forms. These features are also equipped with rewarding elements like points, levels, leader boards, badges, and virtual currency to motivate the users. Besides, it has been said as a best teaching practice (Dellos, 2015) and practical strategy to create engagement and enjoyment with a purpose (Dichev & Dicheva, 2017). Besides, not only does it create engagement, but the use of gamification has also been found to positively improve the students learning success (Godwin-Jones, 2014) (Chans & Portuguese Castro, 2021)). To sum up, gamification-based Apps offer experiences to uniquely different students' traits by personalised learning through pace and level of abilities (Smiderle et al.,

2020). The level of abilities and the pace in set in the gamification promotes self-paced and autonomous learning.

Along with the benefits, challenges to the gamification-based app in learning and teaching English also appear. From the teachers' side, the lack of ability in managing the virtual classroom, the inappropriateness of the gamification-based app, lack of time, lack of internet, and frustration in presenting the gamification have been reported (Alzahrani & Alhalafawy, 2022). Meanwhile, on the students' side, more challenges and setbacks have been reported. Cheating, privacy violation, gradual interest lost (Al-Rayes et al., 2022), lack of motivation and different levels of the course (Borras-Gene et al., 2016), the boredom of repeated patterns in activities (Alzahrani & Alhalafawy, 2022), and being easily distracted have dominated the setbacks (Sombrio et al., 2016).

This study aims to identify the studies on gamification-based apps that have been incorporated into teaching and learning English in Indonesia. The study synthesises the published studies to explore the existing evidence from what has been done in teaching and learning English using gamification-based learning. The research questions addressed are:

1. What are the gamifications or game-based apps utilised in the studies?
2. What are the research methodologies employed in the studies?
3. Who is the target investigated in the studies?
4. When was the study conducted?
5. What are the areas of the topic improved through the Gamification-based Apps?
6. What are the recommendations for future research through this Systematic Literature Review?

RESEARCH METHODOLOGY

This study was designed in Systematic Literature Review (SLR) method aiming to collect, identify, analyse, and synthesize a pool of data on the gamification-based app used in teaching and learning English. A systematic literature review is defined as a methodology of research aiming to identify, evaluate, and synthesise the existing body of research in a systematic, explicit, and reproducible way (Fink, 2019). SLR looks into the evidence as a body so it can inform and shape the practice and policies in the future (Richter et al., 2019). The study was conducted firmly committed to the scientific methods that avoid biased errors (Kerres & Bedenlier, n.d.). This study uses the PRISM Statement methodology to guide the accuracy and transparency. Prism's statement is a guidance to help researchers best describe what was done, what was found, and in the case of a review protocol, what they are planning to do (Sarkis-Onofre et al., 2021).

The articles were selected from the databases of Google Scholar. The sole reason for this single database is that papers from other databases were widely registered in Google Scholar therefore it gave access to papers which were accessible through other subscription-based databases. Besides, the research had no access to paid databases. The researchers conducted the database search between January to February 2023. The keyword was established by using the Boolean operators and searching through the databases. The keywords were: ((game OR gamification) AND (teaching" AND learning) OR (EFL OR ESL) AND (INDONESIA)). The articles selected were those written in English between 2012 and 2022. The inclusion criteria included theme, keywords, gamification-based apps, any language level, and all audiences. The exclusion criteria were the systematic literature paper, conference paper,

gamification apps in other subjects than English, and papers that had no contribution to the paper.

RESULT AND DISCUSSION

The search in the Google Scholar database resulted in 804 which were saved into the library. The papers were downloaded in CSV files. 410 paper duplicates were removed and remained 394. The authors screened the papers based on the titles, abstract exclusion, and inclusion criteria. This screening resulted in 394 articles. Then, the screening focuses on including rather than excluding based on the titles and abstract. This screening resulted in 114 articles. 114 papers underwent the identification of whether or not they reflected the gamification apps. 69 papers were selected to go to the final screening. The final screening resulted looked into the content and whether it reflected the gamification-based apps in teaching and learning English. The final search resulted in 28 papers.

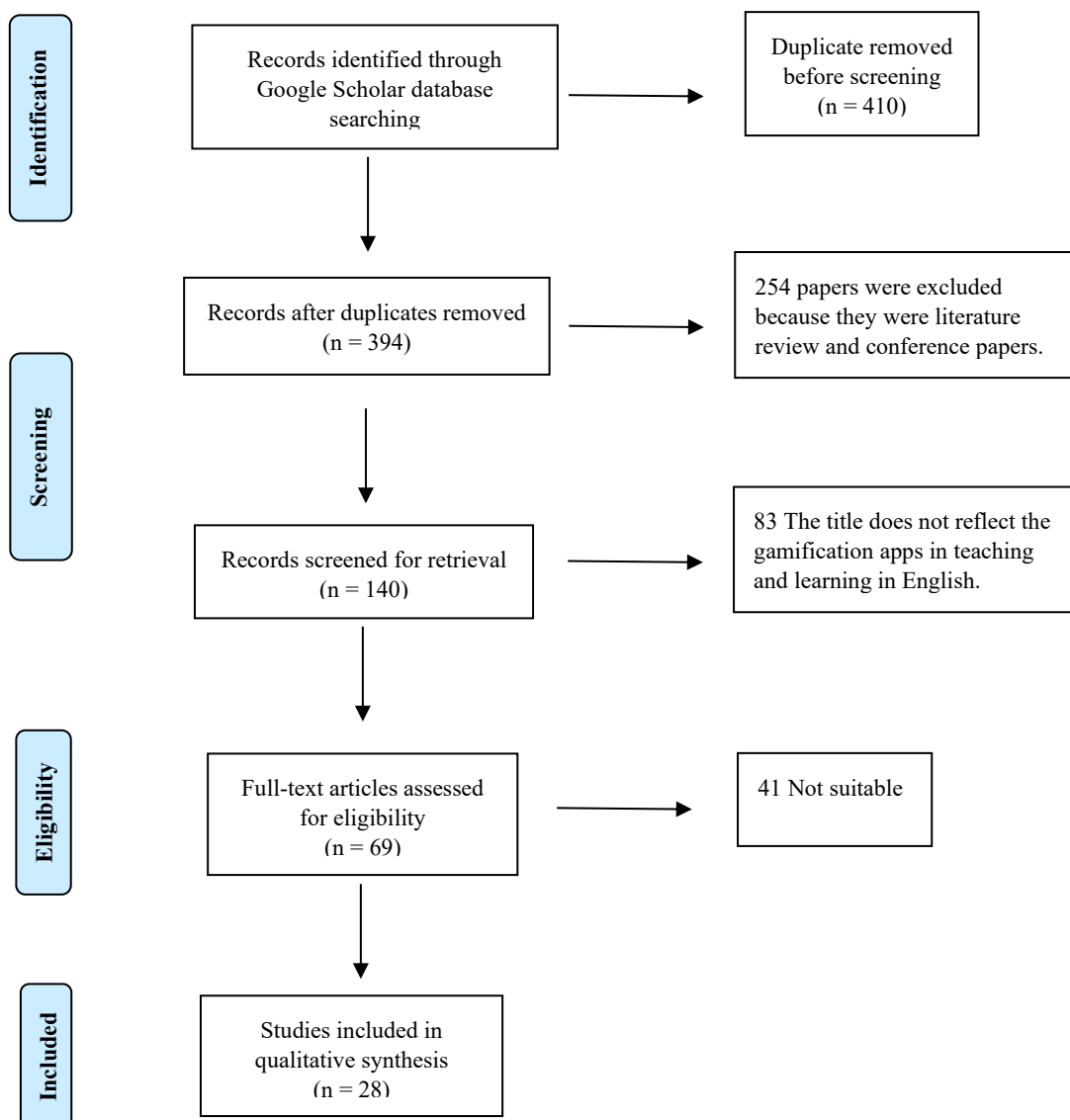


Figure 1 – Prisma flow chart for the systematic review of Gamification based apps in teaching and learning English.

3.1 Gamification-based apps in teaching and learning English in Indonesia

The distribution of the gamification-based apps used in Indonesia is shown below with the references of each study reviewed.

Gamification App	Numbers	References
Quizziz	8	(Asmara et al., 2022; Dewi et al., 2020; Dhamayanti, 2021; Inayati & Waloyo, 2022; Munawir & Hasbi, 2021; Pahamzah et al., 2020; Santosa & Dewi, 2019; Wulandari, 2022)
Kahoot	7	(Amalia, 2022; Artati, 2021; Katemba et al., 2022; Kusumayanthi & Rusmiyati, 2021; Mahbub, 2020; Mahbubah, L., & Anam, 2022; Rachman et al., 2020)
Bamboozle	1	(Saud et al., 2022)
Marbel	1	(Amalia, 2022)
Square App R	1	(Kusmayanti et al., 2021)
Duolingo	6	(Aulia et al., 2020; Budiani et al., 2020; Hakimantiek et al., 2022; Hidayati & Diana, 2020; Mahbub et al., 2020; Saraswati & Purwati, 2021)
Quizlet	3	(Aprilani, 2021; Fithriani, 2021; Saud et al., 2022)
Wordwall	1	(Jannah & Syafryadin, 2022)

Table 1: The gamification apps researched in the studies reviewed.

As seen in the table, the majority of the studies look into the Quizziz, Kahoot and Duolingo come close with seven and six in total respectively. Quizlet is also studied with a number of three articles. At the least, Bamboozle, Marble, Square App, and Wordwall are done in each one study.

3.2 The research methodologies employed.

The research methodologies used in the studies reviewed varied and dispersed including Qualitative, Quantitative, Mixed Methods and Quasi-experimental. The distribution is as shown below:

Research Methodology	Numbers
Quantitative	17
Qualitative	4
Quasi-experimental	5
Mixed method	2
Total	28

Table 2: Distribution of Research Methodologies

As seen in the table, the popular research methodologies employed in the studies of the gamification-based app in teaching and learning English are Quantitative. More than half of the studies reviewed were conducted with a quantitative approach. Qualitative and Quasi-experimental are typical in terms of number with four and five articles respectively. The mixed-method approach appears to be the least used with only a total of two articles.

3.3 Target investigated in the studies.

The target of the studies ranged from primary school students to university students.

Target	Numbers
Primary School Students	3
Junior High School Students	6
Senior High Schools Students	10
University Students	9
Total	28

Table 3: Distribution of target investigated

The data shows that the studies are conducted mostly on Senior High School students. Studies with University students place second with only one difference to the former. The least targeted were the primary school students with only three studies.

3.4 Year distribution of the study

The following figure illustrates the years of the studies conducted.

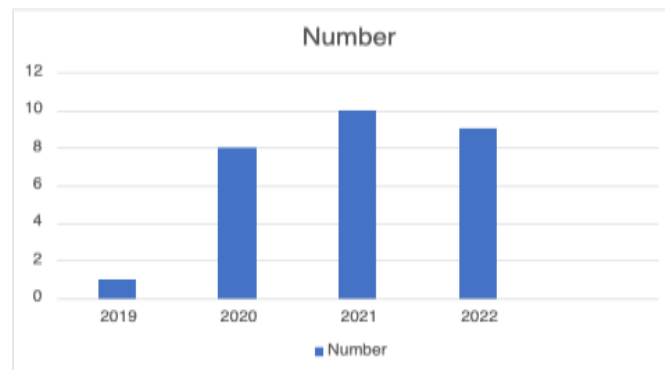


Figure 1: Distribution of papers studied

The figures indicate that the majority of the studies were conducted in 2021 with a total of 10 articles. In 2022, there are 9 studies conducted. Meanwhile, in 2020, there are a total of 8 studies conducted. The least is seen in 2019, where there is only 1 study conducted.

3.4 Topic Areas improved through Gamification-based apps

The following pie shows the illustration of the topic areas researched.



Figure 2. The topic areas researched.

The data shows that the gamification-based apps improve the Engagement of the class in all areas. Vocabulary becomes the most targeted skill through gamification-based Apps. Other skills appear to have been researched also through the use of gamification-based apps such as Motivation, Reading, Writing, Grammar, and Assessment.

Discussion

The present systematic literature study aims to answer the questions that have been set including the gamification-based apps that have been employed the studies from 2012-2022 in

Indonesia, the research methodologies, the target investigated, the year of studies, areas improved and recommendations for future research.

First, Quizziz is found as the most used gamification-based app in the classrooms and has been used in the classroom to improve motivation, grammar, and engagement. The features of self-paced learning in Quizziz have been the reasons for this choice. Quizziz can set the learning to both live and homework mode. Besides, it enables more participants to join as a class compared to other gamification-based apps. Kahoot may offer the engagement type of interaction as there is a feature of the fastest and the most accurate, however, for the free account this only enables up to five participants. Duolingo on the other hand is more into personalised learning where it fits one-to-one study. Other gamification-based apps appear in this review however there are only a few studies regarding them.

Second, the Quantitative approach appeared to be the most used methodology in researching the gamification-based apps in this study. The quantitative study aims to generate knowledge about social phenomenon that happen in population (Burrell & Gross, 2017). Therefore, it is safe to say that it is an early exploration of the phenomenon. There needs to be further study to the topics. In contrast, the data also show that mixed method is the least conducted in the study. As known, mixed method combines and integrates the quantitative and qualitative to better understand the topic and solve the more complex questions (Molina-Azorin, 2016). Therefore, future studies can explore more of the gamification-based apps use in teaching and learning English using mixed methods.

Third, the target investigated the use of gamification-based apps in teaching and learning English appear to be in a wide range. In fact, the most use is not for university students but for senior high school students. Besides the use of gamification-based apps in Junior high School has also been found to be quite high. The existence of the learning management system in university may have contributed to why university students are second to senior high school students. The emerging data from primary school students also open research opportunities to explore the use of gamification-based apps in younger learners.

Fourth, this research is set to find the gamification-based apps studies which have been done in the last 10 years, namely from 2012-2022. The findings however are surprising as the gamification-based apps started to gain popularity in Indonesia only after the COVID-19 Pandemic. There is only study done in 2019 right before the pandemic about the use of Quizziz. Most studies appear to be conducted in 2020, 2021, and 2022 where students and teachers were to study remotely and had to find way to keep the teaching and learning going despite the situation. The forced situation speeds up the use of the gamification-based apps in the teaching and learning English.

Fifth, the areas of research in the study of gamification-based apps have ranged from vocabulary, reading, grammar, engagement, motivation, writing, and assessment. Engagement appears to be the most studied out of all the areas. This finding resounds the definition of

gamification in the first place where students have increased engagement using gamification-based apps (Chans & Portuguese Castro, 2021; Godwin-Jones, 2014). Meanwhile, assessment has been found to be the least studied which calls for future research to explore more on assessment using gamification-based apps. To sum up, the studies reviewed positively show that gamification-based apps have been improving the areas researched.

Finally, the recommendation for future research includes; 1) the research to various gamifications apps with more varied topic areas like listening and speaking; 2) the future research employing the mixed method will fill in the research gaps as there are only few of them compared to the quantitative research.; and 3) Primary school students appear to be least studied in the reviewed papers, therefore more research can be done with primary school students as the target.

CONCLUSION

This study generates the various studies in gamification-based apps in teaching and learning English to find out the gamification-based apps utilised, the methods, the year studied, the target, and the areas research. The finding indicates that Quizizz is the most used gamification-based apps in the teaching and learning English. All the gamification-based apps are used for the similar purpose that to improve engagement, vocabulary, skills, and assessment. While all the studies have mostly done quantitatively, the target studied has been ranging from primary to university students opening the possibilities for more research. The gamification-based apps gain popularity right in the last three years. This study is however limited in terms of references as Google Scholar is the only database searched. Studies involving more databases such as Elsevier, Springer, Wiley online library, Scopus, Science direct, and Web of Science.

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