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Lutfi Nur Hidayah, Hasnul Insani Djohar

RACIAL DISCRIMINATION AND RESISTANCE IN *JUDAS AND THE BLACK MESSIAH* FILM

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Abstract: *Judas and the Black Messiah* reflects the real events focusing on O'Neal's betrayal to Hampton in the late 1960s directed by Shaka King. This research aims to determine the racial discrimination towards the black characters and resistance strategies in the *Judas and the Black Messiah* (2021). In this research, the writer applied a qualitative research method with a descriptive analysis technique in analyzing the data. Furthermore, in this research, the writer utilized Racial Discrimination theory proposed by Rebecca M. Blank and Marilyn Dabady to examine the racial discrimination against the black characters. The results show black characters facing racial discrimination on a daily basis in three forms, such as in Explicit Discrimination, Statistical Discrimination and Profiling, and Organizational Processes. The members of the Black Panther Party are labeled as a group of criminals by the government and stated as a threat to national security. Thus, this makes the black characters have to suffer on a daily basis through physical attack from the police and often receive racial slurs. Nevertheless, the result also portrays the black characters in utilizing the resistance strategies to fight against racial discrimination. There are several strategies utilized by the black characters, such as Political Education, Coalition Building, Direct Actions and Protests, and Empowerment Through Leadership. It attempts to fight back against injustice treatment and government oppression of minorities.

Keywords: *Black Characters, Racial Discrimination, Racism, Resistance Strategies*

INTRODUCTION

Racism is a social issue that is intimately connected to a sense of superiority over other races (Adam, 2018; Buansari et al., 2021; Madula et al., 2017). The idea that one race is superior to another leads to injustice treatment of other races. Because of differences in skin tone and other physical traits, certain races underestimate or even bully others (Haryanti et al., 2019; Padma et al., 2020; Sutrisno et al., 2022). In real life, while everyone is born differently, there is no such thing as prejudice because we are all one unit, regardless of nationality or color. Nonetheless, many people continue to underestimate one another which leads to existing prejudice in daily life. Therefore, this situation arises a belief that there are various groups that deserve to be discriminated against. It results in various instances of racism across the world, such as in the United States.

America, as a diverse country, is intimately associated with racial discrimination. Racial discrimination is the unfair treatment of people based on their race or ethnicity

(Buansari et al., 2021; Haryanti et al., 2019; Lopez-Littleton et al., 2021). This can manifest itself in a variety of ways, such as unfair hiring practices, housing discrimination, police brutality, and unequal access to healthcare and education. Furthermore, minority groups often receive racist acts from the majority group. It is believed that minority groups such as black people are powerless than the whites. According to Richard Delgado and Jean Stefancic, racism is ordinary, it is a normal situation for people of color to experience everyday on a daily basis (Delgado & Stefancic, 2017).

Moreover, racial discrimination disadvantages the minority groups in society. Racial discrimination is unequal treatment based on race that disadvantages a racial group, as well as treatment based on insufficiently explained grounds other than race that disadvantages a racial group (Blank & Dabady, 2004). A minority group may face injustice treatment from the majority group that seems powerful in society. An example of potentially unlawful disparate impact discrimination would be when an employer uses a test in selecting job applicants that is not a good predictor of performance on the job and results in proportionately fewer job offers being extended to members of disadvantaged racial groups compared with whites. African Americans and Latino/as continue to have lower opportunities to get employment, housing, and loans than whites with comparable skills (Tyson, 2006).

On the other hand, the whites are always portrayed as having power in society (Braveman et al., 2022). In addition, There is also a semantic phrase that distinguishes between black and white. Words like evil and threat are frequently associated with black people, whereas white people are associated with goodness and innocence (Delgado & Stefancic, 2017). In society, the blacks are seen to be interrelated with negative connotations, for instance criminal. According to Delgado and Stefancic, race is interconnected with social relations and assumptions (Delgado & Stefancic, 2017). The whites assume the minority group is not as powerful as their race which confronts the root of racism. Furthermore, it then leads to stereotypes that might be beneficial or harmful for the blacks. Because the whites generate generalizations, both stereotypes have the potential to be detrimental for the black (Stamps, 2017). The stereotypes and assumptions then leads to construct race to differentiate the group based on their physical characteristics. The blacks, as minority group, often receive racial discrimination since they are interconnected with such negative stereotypes and assumptions which socially constructed by the whites, as majority group. Then, this stimulated many people in the creative industry to bring up the issue of racism in various literacy media.

The making of films featuring racial issues against black people is still a hot topic today. *Judas and the Black Messiah* is one of the films that portrayed the racism issue which was released on February 1st at the 2021 Sundance Film Festival, followed by a virtual and in-person showing on February 12th. Shaka King, a black American filmmaker, screenwriter, and film producer, directed the film. The film's enthusiasm and favorable reception were unstoppable. It is proven by the 97% rating on Rotten Tomatoes and 7.4/10 on iMDB. According to Rotten Tomatoes, *Judas and the Black Messiah* is an intriguing depiction of historical events, a strong criticism of racial injustice, and a wonderful achievement for the film's director and actors (Rotten Tomatoes, 2021).

The film *Judas and the Black Messiah* provides a powerful depiction of the pervasive racism and systemic oppression faced by the Black community in the 1960s. The film explores the story of Fred Hampton, the charismatic leader of the Illinois chapter of the Black

Panther Party, and William O'Neal, an FBI informant who infiltrates the party. Through its narrative and visual storytelling, the film sheds light on the FBI's manipulative tactics to dismantle the Black Panther Party while showcasing the resilience and determination of its leaders in their fight for racial justice and equality. Hampton and other Black Panther Party's member have to face racial discrimination while they are struggling to fight for their justice and equality. In everyday life, they suffer from police brutality, racial profiling and discrimination which lead them in a great danger. The FBI refers the community as a group of criminals (King, 2021).

The writer found several previous studies from other researchers to be used as consideration and comparison to this study. The first previous was a bachelor's thesis entitled "Revolution in Hollywood: An Analysis of *Judas and the Black Messiah* based on the Critical Theory" written by Kristian Willebrand Bunger. The result shows that the film follows a classic narrative structure that leaves no room for social criticism (Bünger, 2021). The second previous research is an undergraduate thesis entitled "Racial Discrimination in *Harriet* (2019)" written by Marcelina Gagermatahai. The results show that Tubman and the Black people in the film have to face racial discrimination in three different types, namely intentional and explicit discrimination; subtle, unconscious and automatic discrimination; and discrimination and profiling (Gagermatahai, 2022). The third previous research is an article journal entitled "An Analysis of Racism in the film *The Green Mile* by Frank Darabont" written by Nellu Atika and Rezky Khoirina Tarihoran. The results show that the minorities have to struggle in several kinds of racism, namely internalized racism, interpersonal racism, and institutional racism (Atika & Tarihoran, 2022). The last previous research is an undergraduate thesis entitled "The Struggle of African-American Against Racial Discrimination in Angie Thomas' *The Hate U Give*" written by Christin Ayu Rizky. The research explored the racial discrimination of the characters and their struggles against racism. The writer also investigated institutional discrimination, individual discrimination and structural discrimination (Rizky, 2020).

In order to conduct this research, the writer propose two research problem based on the background study, those are how does the *Judas and the Black Messiah* film portray the racial discrimination, and how do the black characters utilize the resistance strategies in fighting racial discrimination. This research is intended to uncover the racial discrimination against black characters and the struggles to achieve the equality and justice portrayed in Shaka King's film *Judas and the Black Messiah* (2021). In addition, this research also investigates the resistance strategies depicted in the film in fighting racial discrimination.

RESEARCH METHODOLOGY

In this research, the writer applies a qualitative research method with a descriptive analysis of the *Judas and the Black Messiah* film. As a result, by using the method, the writer tries to uncover racial discrimination issue in the *Judas and the Black Messiah* (2021) film by applying Character in film theory proposed by Dennis W. Petrie and Joseph M. Boggs, and Racial Discrimination theory by Rebecca M. Blank and Marilyn Dabady. The writer identifies and collects the data as in the scenes of action, script of dialogue (conversations among the character) or monologue (broadly speech by one speaker) that show the racism and the black strive for racism using the character and characterization theory. As a result, the

writer analyzes the data to find correlation between the data and the research questions which will be answered in this research.

RESULT AND DISCUSSION

Racial Discrimination Towards Black Characters

1. Explicit Discrimination

The first racist act in the form of Explicit Discrimination is verbal antagonism. Verbal antagonism includes racial slurs and insulting racial comments, whether in or out of the target's presence (Blank & Dabady, 2004). These comments may not be considered serious enough to be illegal in and of themselves, but they do represent a clear form of antagonism. In the film, the black characters receive this verbal antagonism from the white people. The first case acts by an FBI agent to the Crowns Party (another black party movement) in creating fake news.

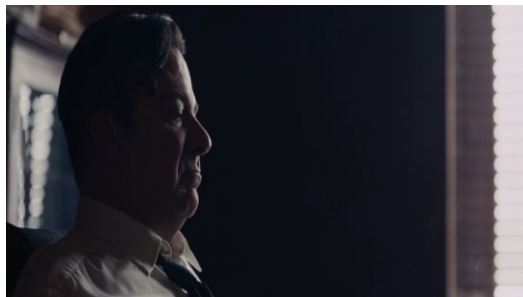


Image 1. FBI creating fake news
(Judas and the Black Messiah 00.28.17 – 00.28.26)

FBI : *“These Crowns. Well, they ain’t nothin’, but a bunch of jive sissies.”* (King, 2021)

The FBI refers the Crowns Party with a phrase of *“a bunch of jive sissies”*. The phrase *jive sissies* is categorized as an insulting phrase which is used to make fun of an individual or group. When black men are represented as sissies, it becomes something of a nigger joke, and it can become a racial humiliation (Ross, 2022). Thus, the verbal antagonism in this case is categorized as an insulting phrase for the black people in the party. It may provoke their emotions for being insulted with such phrases. Although this discrimination is not in the target's presence, it is still considered to be a form of racial slurs.

Furthermore, on the other occasion, several comrades in the Black Panther Party also experience this verbal antagonism. This happens when they are visiting the Young Patriots headquarters in order to make a coalition. The Young Patriots consisted of mostly poor, white, Appalachian immigrants who experienced discrimination (Ponniah, 2021). This happens when Jimmy Palmer provokes the party with his speech about his uncle's death.



Image 2. FBI creating fake news
(Judas and the Black Messiah 00.42.28 – 00.42.34)

Jimmy : *“When I look at that, I don’t see no flag hanging. I see my uncle hanging from a tree. And a bunch of white devils like y’all smiling around his body.”*

The White : *“Who the fuck you think you’re talkin’ to?”* (King, 2021)

The verbal antagonism can be seen through the word “*fuck*” when the white responses Jimmy while he was talking. It is categorized as a slur which can be insulting. Additionally, the white also raised his voice when he said that word which made this insulting the black. The word *fuck* refers to an offensive way when expressing extreme anger or to add force to what is being said (Cambridge Dictionary). Thus, this is one of the verbal antagonisms faced by the black character in the target’s presence. This insult provokes the emotion of Jimmy Palmer which is proven by his facial expression that seems to be mad.

Later on, in the minute 00.46.29 – 00.46.35, another case of verbal antagonism happened towards Fred Hampton by the head of the FBI. It happens when the head of the FBI orders to arrest Hampton no matter what it costs. It can be seen in the following dialogue below.

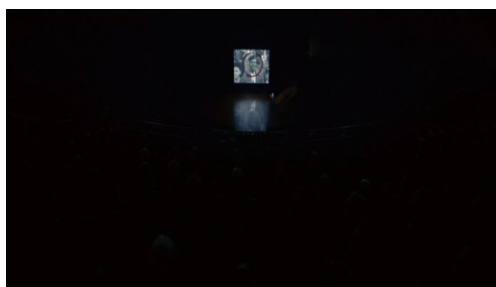


Image 3. The order to arrest Hampton
(Judas and the Black Messiah 00.46.29 – 00.46.35)

FBI : *“Fred’s influence is growing. What happens next? I want him off the street. Charge him with something. Anything. But get his Black ass off the street.”* (King, 2021)

The FBI used the phrase “*Black ass*” which referred to Hampton as an African-American. It is considered to be insulting because referring to someone based on their racial background in a negative way. In that they disfavor the targets of such behavior and create a hostile environment, verbal abuse and nonverbal rejection are solid markers of discriminatory effects (Blank & Dabady, 2004). It is not something offensive if it is said by a person from the same racial background. Instead, it would be very offensive if the person who said it was from a different racial background. Thus, this can be categorized as a verbal antagonism since it can be insulting for the black character (Pradnyana, 2023).

Moreover, in the minute 01.39.11 – 01.39.51, there is another verbal antagonism in the film. It is when the police besiege the Black Panther Party’s headquarters after one of the BPP’s members is involved in a gunshot with the police. As it can be seen in the Image 4 and the dialogue below, the police besiege the BPP’s headquarters fully armed.

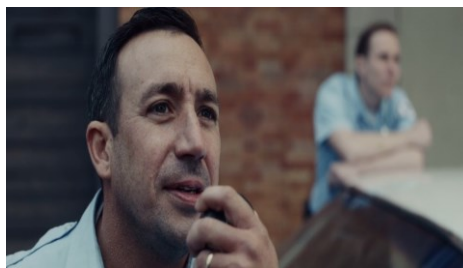


Image 4. The Police besiege BPP headquarters
(Judas and the Black Messiah 01.39.11 – 01.39.51)

Police : “*Hey, Panthers! If you really give a fuck about these people out here, you’ll come down. You little motherfuckers think it’s cool to shoot a cop? Today’s the day! Either you fucks come down or we’re comin’ up!*” (King, 2021)

The verbal antagonism also can be seen in using the repetition of the word “*fuck*” by the police and a phrase “*little motherfuckers*” in order to get attention of the black characters in the Black Panther Party’s headquarters. As it is explained in the previous part, the word *fuck* refers to an offensive way when expressing extreme anger or to add force to what is being said (Suryanovika & Negara, 2019). They were outraged as a result of the gunfire, which severely wounded one of their partners. Furthermore, the phrase “*little motherfuckers*” is a vulgar slang. This phrase is usually considered highly offensive especially when it refers to an individual or group (O’Dea & Saucier, 2020). It is an incredibly insulting expression for someone you despise or for someone who has made you angry (Mastropierro & Conklin, 2021). Thus, this expression could be categorized as a verbal antagonism which is highly offensive for the black characters.

In the film, the black characters also have to face discrimination in the form of physical attack. According to Blank and Dabady, performing physical attacks based

on race is one of the forms of explicit discrimination (Blank & Dabady, 2004). In the first appearance, O'Neal is being caught by the police and he was violently assaulted until his forehead ripped open. As it can be seen in the Image 5, as follow:



Image 5. O'Neal interviewed by FBI
(Judas and the Black Messiah 00.06.38 – 00.09.02)

In the minute 00.06.38 – 00.09.02, O'Neal is being interviewed by an FBI agent. He was getting violently assaulted by the police after being caught stealing a car. O'Neal is being portrayed with his temple ripped open caused by the police brutality that commonly happens for the minority, especially black characters. The whites are often correlated with the blacks with poor and debased objects or with violence (Pakaya et al., 2021). Despite the fact that he was guilty of fraud and theft, the police not only intervened to arrest him but also used violence on him because he was black.

It can be seen in the Image 5 as O'Neal receives severe injuries on his forehead. When dealing with the police, black characters are frequently subjected to such violence (Mokodongani & Laya, 2022). Black people are constantly subjected to unfair treatment by white people, and as a result, acts of violence continue to occur and escalate in America year after year. The whites are always portrayed as having power in society (Braveman et al., 2022). They are not hesitant to employ excessive violence because they believe the black race is powerless in comparison to the white race. Moreover, Hampton as the leader of the BPP also receives physical attack by the police in the prison. It can be seen in Image 6, when the police assaulted Hampton until he became disabled.

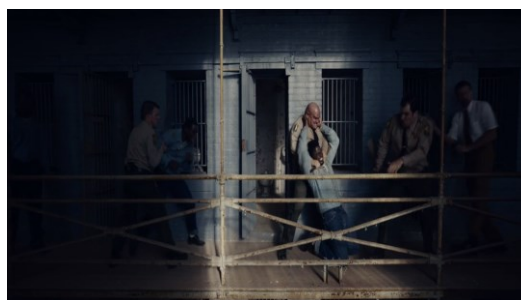


Image 6. Hampton being assaulted by the police
(Judas and the Black Messiah 00.55.11 – 00.55.18)

As a minority group, black characters are frequently subjected to injustice by a government ruled by the whites (Tyson, 2006). The whites believe they are more powerful than the blacks. The whites believe they are superior to black characters in many ways, including social life, education, economic status, and so on (Delgado & Stefancic, 2017). Because the whites have more power, this is what makes the blacks defenseless. In society, white is commonly connected with innocence and kindness, whereas black and colored are frequently associated with evil and violence (Cappiccie et al., 2012). In addition, violence is frequently the result of societal imbalance between Whites and Blacks.

Furthermore, on the other occasion, it can be seen in the minute 01.02.05 – 01.02.38 about physical attacks that happened to other Black Panther Party's member. It happened to a black woman in the Black Panther Party after the gunfight with the police. The police treated the black characters roughly even though they are not guilty.



Image 7. Police brutality to BPP's member

(Judas and the Black Messiah 01.02.05 – 01.02.38)

Discrimination in the form of physical attacks does not discriminate against victims based on their gender (Haryanti et al., 2019). Judy Harmon, a female BPP member who was courageous enough to resist this injustice, was one such example. Because of a previous firefight between one of the BPP members and police at the bakery, police at BPP headquarters in Chicago organized this siege. Members of the BPP were shot multiple times and were hospitalized due to their terrible injuries. This prompted the police to surround the BPP headquarters, resulting in a brief gunfight.

However, after the BPP surrendered, the police assaulted several members of the BPP before they were taken and imprisoned. They cannot resist and do anything to protect themselves. These physical attacks are considered as explicit acts of discrimination, according to Blank, since they are the outcome of bias, which most certainly disadvantages the target (Blank & Dabady, 2004). It can be seen in Image 7 when Judy Harmon is being assaulted by several policemen using a baton.

2. Statistical Discrimination and Profiling

In this case, an organization or individual makes judgements about an individual from a group based on overall assumptions about that group. Statistical discrimination or profiling, properly defined, refers to circumstances of discrimination based on assumptions that reflect the actual distributions of different groups' characteristics (Blank & Dabady, 2004). This discrimination disadvantages minority groups that are stereotyped with negative connotations in the society. Furthermore, in the film, there is statistical discrimination towards the black characters in racial profiling.

According to Rebekah Delsol from the Centre for Crime and Justice (CCJ), racial profiling refers to the generalizations based on race, ethnicity, or religion rather than individual behavior that is used to specify suspect descriptions by the police (Delsol, 2015). In the film, it is portrayed incidents of law enforcement officials engaging in racial profiling. The police routinely target and harass black characters, including Fred Hampton and other members of the Black Panther Party, based purely on their color and political beliefs. This persistent surveillance and targeting exemplifies the everyday racism that black characters suffered at the time. In this case, it can be seen through several scenes that engage the racial profiling. The first case happens when the black characters in the Black Panther Party are assumed to be a threat. It can be seen in the minute 00.02.56 – 00.03.17, it is as follows.

FBI : *“The Black Panthers are the single greatest threat to our national security. More than the Chinese. Even more than the Russians. Our counter-intelligence program must prevent the rise of a Black Messiah from among their midst. One with a potential to unite the Communist, the anti-war, and the New Left movements.”* (King, 2021)

The Black Panther Party is stereotyped as a group of criminals. In the first five minutes, the FBI declares that the party must be disbanded and must prevent the rise of the new powerful leader. Racial profiling can occur whether it is an intentional policy of targeted minority groups or common institutional practices (Delsol, 2015). The FBI targeted the Black Panther Party which was assumed to endanger national security. It is because of their political belief that they opposed capitalism and desired to change it with socialism. In consequence, this belief leads the FBI to do racist acts towards the minority group, the blacks.

The black characters in the Black Panther Party have to deal with racial profiling from the statement. Racial profiles are both over-inclusive in the sense that many, indeed most, of those who fit the profile are completely innocent, and under-inclusive in the sense that many other criminals or terrorists who do not fit the description will go unidentified by authorities (Delsol, 2015). The statement is based on assumptions that the black are just the same, as criminals. This is detrimental for the black characters in the party who are fighting against injustice treatment from the FBI and the Police, since their movements become limited of this racial profiling.



Image 8. Hampton listens to vinyl

(Judas and the Black Messiah 00.37.20 – 00.37.31)

Ali : *“They don’t attack me because I’m a Muslim. They attack me ‘cause I’m Black. They attacked all of us for the same reason.”* (King, 2021)

In the minute 00.37.20 – 00.37.31, Hampton is shown listening to the vinyl. Muhammad Ali is giving a speech on the vinyl about how he deals with racism in his daily life. As seen in the dialogue above, he stated, *“They attack me ‘cause I’m Black”* (King, 2021). Through this statement, he implies the fact of facing racial discrimination in everyday life only based on his race, which is Black. No matter what religion you are, as long as you are Black, you will face racism on a daily basis. Racial discrimination is the act of discriminating against people based on their skin color, race, or ethnicity (Sholihati & Purnama, 2021).

This racial profiling leads to the black characters in the film suffering in an injustice treatment from the government. The whites as the superior often make bad assumptions to the blacks (Stamps, 2017). It is demonstrated in the film that this discrimination occurred for African-Americans by pointing out the facts that they struggled in their attempt for equality and justice. Furthermore, Ali added, *“They attacked all of us for the same reason”* (King, 2021), which means of their race. The stereotypes and assumptions then lead to constructing race to differentiate the group based on their racial background. In addition, the blacks, as a minority group, are often getting stereotyped as criminals in society (Delgado & Stefancic, 2017). Thus, the black characters are discriminated against by the police because of their race.



Image 9 & 10. O’Neal get insulted by another black characters

(Judas and the Black Messiah 00.34.39 – 00.37.12)

In this case, the racial profiling not only occurred from the whites to the blacks but also within the black people itself. For instance, this happens when O'Neal gets insulted by other Black Panther Party members which he was getting recognized by a person whose friend's car got stolen. Judy Harmon threatens O'Neal with a gun in order to make him explain about the car. In this case, racism occurs within the race itself, the blacks. It is caused by the racial profiling which O'Neal is attached to something criminal. It presupposes that what a person did in the past will always be associated with that person, even if that person is no longer committing the crime in the present (Delsol, 2015).

This presupposition made O'Neal have to deal with acts of violence as Jimmy Palmer pulled his hair and made him terrified. It is proven that racist acts not only occurred between races but also within the race itself. O'Neal gets assaulted since he used to steal cars and pretend as an FBI agent, which is a criminal. Racial profiling stigmatizes whole communities, perpetuating and escalating racial tensions and contributing to ethnic minorities' over-representation in other areas of the criminal justice system (Delsol, 2015). This is attached to him and made him receive these racist acts from his people. This racial profiling affects him in the party as he is often assumed to be a criminal.

3. Organizational Processes

Structural discrimination may appear in locations and situations where individual discrimination does not exist. Structural discrimination is not always apparent and therefore cannot be simply regulated against (Ocran, 2022). As in the *Judas and the Black Messiah* film, the structural discrimination occurs when the government reinforces a negative stereotype of the Black Panther Party as a group of criminals. Furthermore, when structural discrimination promotes assumptions that give rise to forms of individual discrimination, it can also result in bad effects that are unrelated to the stigmatized trait (Blank & Dabady, 2004).

According to Delgado and Stefancic, race is interconnected with social relations and assumptions (Delgado & Stefancic, 2017). Labels introduce stereotypes that might be beneficial or harmful. Because they generate generalizations, both stereotypes have the potential to be detrimental (Stamps, 2017). The stereotypes and assumptions then lead to constructing race to differentiate the group based on their racial background. In addition, the black characters, as a minority group, are often getting stereotyped as criminals in society (Delgado & Stefancic, 2017).

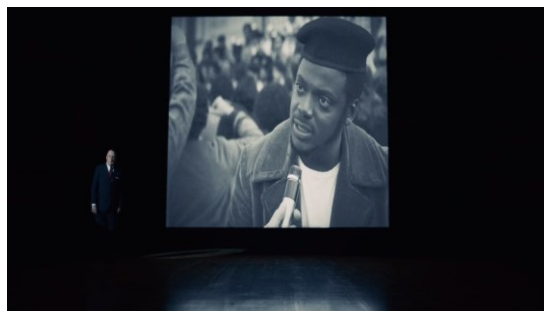


Image 11. The statement of the FBI to black characters

(Judas and the Black Messiah 00.02.57 – 00.03.28)

FBI : *“The Black Panthers are the single greatest threat to our national security. More than the Chinese. Even more than the Russians. Our counter-intelligence program must prevent the rise of a Black Messiah from among their midst.”* (King, 2021)

In the minute 00.02.57 – 00.03.28, the black characters in the Black Panther Party are stereotyped as criminals. Criminal racial stereotyping has been a persistent and terrible feature of American culture (Najdowski, 2023). Through this quotation, it implies that the government consciously constructs the black characters as a group of criminals who must be defeated. Black characters face biased judgment and treatment when they encounter police officers because of cultural assumptions that depict them as criminals. Thus, it may also make the black characters in the Black Panther Party more vulnerable to disproportionately negative law enforcement and criminal legal results as compared to White people, affecting their safety and well-being.

This uncomfortable and difficult psychological experience is influenced by culture, setting, and stereotypes (Najdowski, 2023). In addition, the government also associates them with negative connotations. People of color are often stigmatized as criminals, whilst white people always have power in society (Fazriyah, 2021). In this case, the structural discrimination leads to the minority groups having unequal treatment and injustice discrimination in society. Besides, the stereotype grows uncontrollably in society of the construction which emerges on how a group is labeled as either good or evil.

Furthermore, it is proved through the dialogue that stated the Black Panther Party as more dangerous to their national security even compared to the Chinese and Russians. It is assumed that someone’s race can be determined based on their looks and that there is a constant and statistically significant association between race and likelihood to commit crime (Delsol, 2015). In this case, the black characters in the Party are being generalized by the FBI based on their racial background that is commonly interconnected to criminals.

Moreover, it demonstrates how racist the American government system was towards black characters at the time, particularly those who were members of the BPP, by claiming that they *“...must prevent the rise of a Black Messiah from among their midst”* (King, 2021). The FBI implied they would do anything to prevent the rise of their new leader within the party. People who are culturally stigmatized are aware that negative stereotypes put them at risk of discrimination (Najdowski, 2023). As a result, Hampton was targeted by the FBI because he was considered to be highly dangerous and capable of stirring his people’s enthusiasm for upholding justice, which would lead to crime and endanger national security.

Hampton : *“We ain’t gonna fight capitalism with black capitalism, we gonna fight capitalism with socialism.”* (King, 2021)

In organizational processes, the film also portrays the systemic racism towards the minority group in the economic system. Capitalism is a system founded on private property, individual freedom, and the right to enter into contracts in which the market dominates the regulation of economic activities (Braveman et al., 2022; Zalesko, 2015). In the film, Hampton tries to change the system of capitalism to socialism which he means by the equality and equity between all races. There is no class distinction between the rich and the poor, they are just equal. Meanwhile, socialism is an economic system in which everyone has equal factors of production, based on equality and justice (Adler, 2022). Thus, there will be no monopoly in the market. Through socialism, Hampton and the other Black Panther Party members believe that this economic system could decrease the poverty of their group and other minority groups. There will no longer be a social gap between the rich (the whites) and the poor (the blacks and the minorities).

Furthermore, Hampton also stated that the only way to fight capitalism is through socialism, not black capitalism. Black capitalism is a strategy that encourages the development of new black profit centers and job opportunities while handing over control of ghetto businesses to the black community (Tolson, 1975). Hampton removes the concept that obtaining economic empowerment within the Black community, known as “black capitalism,” is an appropriate method for challenging and deconstructing capitalism itself. Instead, he recommends a larger strategy of combating capitalism with socialism. Hampton’s belief comes from the realization that capitalism, as an economic system, naturally produces inequality and exploitation.

Furthermore, Hampton contends that concentrating simply on wealth growth within the Black community does not substantially challenge the systemic structures and power dynamics that sustain racial and economic inequality. Instead, he suggests the importance of adopting socialist principles. Hampton states that solving structural inequality requires a more comprehensive and revolutionary strategy that goes beyond individual economic achievement by prioritizing fighting against capitalism with socialism. It entails opposing the current economic system and working toward a more fair that benefits all marginalized people, particularly the Black community.

According to Blank and Dabady, segregation occurs when members of a disadvantaged racial group are purposefully excluded from resource allocation and access to institutions (Blank & Dabady, 2004). Segregation can include the spatial separation of races as well as the obligatory use of various institutions, such as schools and hospitals, by individuals of different races. In the film, the blacks have to face the racial segregation in the form of segregated schools. The blacks cannot attend the same school as the whites. Thus, the Black Panther Party builds an educational program for black children to get a better education.



Image 12. Segregated school

(Judas and the Black Messiah 00.15.07 – 00.15.30)

In the minute 00.15.07 – 00.15.30, it can be seen that there is a segregated school. The black students cannot attend the same school as the whites. The native could unequally deliver prizes and put limits on Africans by removing others of their heritage and assigning them a color (race) (Smith, 2017). Even after the Jim Crow era ended, white people continued to refuse to attend schools with inferior races. In addition, they attended the same school but avoided them in society because the superior group believed that their group was not proper to socially interact with lower races (Pradnyana, 2023). This problem leads to the inequality of black students in achieving the same educational programs as the whites. In the film, the black students only learn from the black people with several limitations compared with the whites.

For example, in comparison to majority-White schools, segregated schools frequently have high teacher turnover, less experienced teachers, limited material resources, and crowded classrooms. As a result of inequitable school funding distribution, all of which can lead to poorer mental health management among children (Wang, 2022). The behavioral difficulties caused by school segregation can reinforce an adverse cycle of racial inequality in lifetime well-being. Through the scene, it demonstrates the systematic marginalization and discrimination faced by Black individuals, as they are denied equal access to education opportunities.

Resistance Strategies Utilized by the Black Characters

1. Political Education

In the film, the first resistance strategies utilized by the black characters in the Black Panther Party is through political education. Hampton, as the leader of the Black Panther Party, educates his comrades about politics. They conduct demonstrations, dialogues, and educational activities to educate people of the community about their rights, history, and the value of collective action (Ellefsen et al., 2022). Hampton, as the leader, tends to change what has been planted unconsciously inside the mindset of the black characters.



Image 13. Hampton educating his people
(Judas and the Black Messiah 00.13.03 – 00.15.06)

Hampton : *“Because we’ve grown so accustomed to being poor, we think it’s normal for our kids to go to school hungry. We think it’s normal for us to go the hospital with a runny nose and come home in a body bag. So, our job as the Black Panther Party is to heighten the contradictions.”* (King, 2021)

In the minute 00.13.03 – 00.15.06, Hampton educated his people focusing on raising the contradictions. It is stated in the dialogue above that the minority group (black characters) have a mindset about what is supposed to be abnormal to be experienced but it becomes a normal situation. Black people face a much higher chance to be a target of discrimination (Delsol, 2015). It implies that just because they are living in poverty, it is still not normal for their kids going to school hungry. This mindset should be clearly omitted from their mind because it is not supposed to be that way. Additionally, this is then one of the Black Panther Party’s programs that feed children in schools (King, 2021).

Hampton declares the social condition between the black and the white which have different social classes. The whites have a better life which they can easily access to a better education, healthcare and employment, compared to the blacks which seem to have no idea about it (Haryanti et al., 2019; Tyson, 2006). In addition, they also think getting involved in violation which leads them to the hospital or even being found dead is normal. It is an injustice treatment that the black characters face on a daily basis. In this case, Hampton stated it is their job to heighten the contradictions. They feel normal for being a target for racism. Through this political education, Hampton intends to educate his people that being discriminated against is not normal.

2. Coalition Building

The second resistance strategy is through coalition building. In the film, in order to fight discrimination towards minority groups, the Black Panther Party, the Young Lords, and the Young Patriots build a rainbow coalition. Leaning on the same group who gets discriminated against is a method of resistance strategies in dealing the same difficulties (Fazriyah, 2021). Hampton asked all members of the three parties to

strengthen solidarity among fellow oppressed people by the police and the government. The parties are also the minority groups who are seen to be having difficulties fighting against discrimination. They are also minorities from different racial backgrounds who receive racial discrimination.

Furthermore, Hampton stated that the presence of a coalition of people of color here would merge the disparities between people of different races into unity. It can be seen through Image 14 and the dialogue below.



Image 14. Hampton announcing the Rainbow Coalition
(Judas and the Black Messiah 00.44.39 – 00.45.51)

Hampton : *“Chicago’s the most segregated city in America! Not Shreveport! Not Birmingham! But we here to change that. The Black Panthers, the Young Lords, and the Young Patriots are forming a rainbow coalition of oppressed brothers and sisters of every color!”* (King, 2021)

In the minute 00.44.39 – 00.45.51, Hampton stated firmly that Chicago was the most segregated city in America at the time. The statement depicts the segregation of people in Chicago at the time depending on their racial background. Racial segregation refers to the separation of the people based on their races in housing, education and other social economic areas (Fahle et al., 2020). Furthermore, people of color live in distinct areas than their white counterparts due to the fact they are more struggling to achieve equality in access to education, healthcare, and employment (Delgado & Stefancic, 2017; Tyson, 2006). Through the coalition, it is considered to be a great start for people of color in gaining equal access in all aspects of life and providing them with more power to fight against discrimination. This resistance strategy seeks to unite diverse communities against common oppressors.

3. Direct Action and Protests

The third resistance strategy is through direct action and protests. After building a Rainbow Coalition, the minority groups chant slogans and demand justice as they march through the streets. Reporting and protesting are fundamentally interconnected acts of resistance, and both are also retroactive and proactive (Ellefsen et al., 2022). They seek to affect broader cultural change while also strengthening victims of

racism's self-esteem and pride. While reporting was frequently met with disappointment, demonstrating was viewed to be essential for publicly and collectively combating discrimination. Furthermore, it can be seen in Image 15 and the dialogue below regarding the resistance strategy that is utilized by the minority group.



Image 15. Minority group protesting for injustice treatment
(Judas and the Black Messiah 00.44.39 – 00.45.51)

Young Lords : *“Last week, our brother, Manuel Ramos, was shot in the head and killed by an off-duty pig. So, we caught the pig and turned him over to his fellow pigs. And for some reason, we expected justice. Well, let’s see what they do, now that we’re in front of the pigpen, and we demand an independent investigation! No more pigs in our community!”*

The Crowds : *“Off the pigs!”* (King, 2021)

An injustice treatment seems to be common for minority groups to experience in their daily life. It is explained that the police killed their people and already reported to the authorities, but still there is no justice for them. As a result, the coalition raised their voice, doing protests to the authorities in order to get justice. Racism, a lack of trust in reporting, and skepticism about public officials’ commitment to antiracism prompted social protest (Ellefsen et al., 2022). It is intended to raise solidarity among the people oppressed, especially people of color, to fight a discrimination towards minority people (Delgado & Stefancic, 2017). Young Lords, with the Rainbow Coalition, used this opportunity as a minority group in America to speak out against racism through protesting.

In Image 15, it can be seen that massive people from the minority groups gather around protesting about their rights and justice against discrimination. It is happening because even if they are already reporting the problem to the authorities, they are still not gaining the justice they should get. Reporting incidents to authorities, such as a police, or anyone in positions of authority, is a less common way of fighting racism (Ellefsen et al., 2022). Furthermore, through directly protesting, it required being flexible or capitulating in some form while immediately facing the cause of racism

and prejudice by fighting back deliberately and directly (Fazriyah, 2021). Therefore, they are directly protesting using their voice to speak out against racism which can be a great way and more powerful than just leaning on reporting them to the authorities.

4. Empowerment Through Leadership

The last resistance strategy employed is through leadership. In the film, Fred Hampton is portrayed as a charismatic leader that could encourage members of his community and followers to take control of their problems and contribute to the movement. Through speeches, a leader could bring positive behaviors and promote the positive emotional exchange between the members and the leader (Xu & Zhang, 2022). The members in the Black Panther Party are motivated by his speeches and actions to join the fight against racist acts. It can be seen in the minute 01.15.03 – 01.16.37 when Hampton gives a speech on a podium.



Image 16. Hampton welcoming speech

(Judas and the Black Messiah 01.15.03 – 01.16.37)

Hampton : *“I’m free. I’m free, y’all! I need everybody to repeat after me! I am...”*

The Crowds : *“I am...”*

Hampton : *“...a revolutionary!”*

The Crowds : *“...a revolutionary!”*

Hampton : *“Drummer, lemme hear the people beat! This is what we call the people beat. Started in 1966 by Huey Newton and Bobby Seale. It’s the beat that manifests in you, the people. They can’t never stop the party, unless they stop the people!”*
(King, 2021)

The empowerment through leadership concludes that there is a power in his speech. A resistance strategy through empowerment leadership can influence the members of the party to join the fight of racist acts towards them. Through this leadership, it contributes to building resilience in the community (Xu & Zhang, 2022). By encouraging his community to address systemic racism and injustice, Fred Hampton’s leadership acts as a powerful resistance strategy. His leadership illustrates how a charismatic and powerful leader can be a catalyst for constructive change and encourage others to take action together to fight against discrimination. Their

dedication, passion, and vision serve as an example to others, motivating them to join the fight for justice (Chan et al., 2023).

Moreover, through this empowerment leadership, Hampton uses his voice in order to strengthen the solidarity of all the people of color. In the dialogue above, he also stated “*It’s the beat that manifests in you, the pople.*” which can be inferred to the enthusiasm of the spirit within them. It then leads to unity among the people oppressed. Empowering leaders stimulate unity among different groups (Chan et al., 2023). They overcome racial, cultural, and socioeconomic barriers by highlighting shared goals and humanity. It is what makes them more powerful in facing the racial discrimination. It is not only for the black characters but also the people of color who also received oppression. This unity is crucial for resistance movements since it enhances their collective voice (Chan et al., 2023).

Empowerment through leadership can indeed be considered a powerful resistance strategy (Xu & Zhang, 2022). Additionally, through empowering others, it can be referred to as one way to give power to those who inherently have less power within a community. Thus, this strategy could embrace their power in fighting the racist acts towards them and become unity in solidarity. Furthermore, in the dialogue, Hampton continued his speech, “*They can’t never stop the party unless they stop the people!*”. It implies that no matter how hard the police and government attempt to prohibit the party, as long as the people believe in their beliefs, they cannot be defeated. This act could make them more powerful as oppressed people in fighting back against racial discrimination (Tran, 2023).

CONCLUSION

Racism is still an intriguing issue to examine. *Judas and the Black Messiah* film explores racial discrimination towards the black characters who are members of the Black Panther Party, which focuses on Hampton’s life as an activist and a leader of the party. The result shows the black characters in the film facing racial discrimination in fighting for justice and equality in everyday life. To conclude, the black characters have to face numerous racist acts committed by the FBI and the Police as in the Racial Discrimination Theory, namely Explicit Discrimination, Statistical Discrimination and Profiling, and Organizational Processes. Furthermore, the racial profiling of black characters by the police makes them even more powerless because they are associated with radical groups that must be dismantled. This is what puts them at a drawback in the fight against racism. In addition, the black characters also employ resistance strategies through political education, coalition building and directly protesting in speaking out against discrimination. However, they have not succeeded in utilizing the resistance strategies to fight against racial discrimination as they were defeated and disbanded in 1982. Hampton, as the leader of the party, was also executed during the raid in his apartment.

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DIFFICULTIES AMONG SECONDARY STUDENTS OF SMP MUHAMMADIYAH PLUS BATAM ON LISTENING COMPREHENSION

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Abstract: This study investigates students' difficulties in listening comprehension while doing the listening test and learning the skill in the class. The research aimed to find out the difficulties that student faced in listening test and the problems when learned listening skill. The research used the Brownell method that provided a framework of listening skills that consist of 6 components, that is hearing, understanding, remembering, interpreting, evaluating, and responding. The subject of the study is junior high school students of SMP Muhammadiyah Plus Batam. This research used mix-method research that questionnaire and interview used as the instrument. The students took from all grades 9 in that school. 102 students will fill out the question in the questionnaire and 8 of 102 students will be chosen to have an interview. The result showed that the difficulties encountered by the students on listening comprehension are related to the listener, speaker, and external factor. Besides that, their learning process in the class also affect their improvement and understanding in listening. Students shame in the class and the method and media used in the learning process. In listening material, long spoken text is the most difficult with 46.83% agree. The factor related the listener, showed 53.95% agree that pronunciation is difficult. Besides that, accent has the highest percentage with 52.90% and for the listening comprehension in learning process, 41.18% students have a bad habits like cheating.

Keywords: *Listening Skill, Listening Comprehension, Listening Difficulties*

INTRODUCTION

There are four skills in English, which are listening, speaking, writing, and reading. Each of them is influential in our daily life and needed to be learned. From the previous research, they said among the four skills in English, listening skill is the most difficult to be learned. Listening involves students' awareness about the content or topic that is spoken (Green, 2004). Listening is one of four basic skills in learning English. A basic skill of the student is to catch out English conversation to make them understand what the speaker says and what the speaker means. Listening seems to be the most difficult skill among the four skills in English language learning because it involves understanding of speaker's accent, vocabulary, grammar, and pronunciation. The difficulties can be overcome by carrying out appropriate learning strategies. Some other things that often-become problems when facing the listening test include not understanding the topic, foreign words, nervousness, being unfamiliar with diction and grammar, repetitions and pauses, wide imagination, and missing detailed information, lack of

concentration, lack of understanding of English accents, interpret word for word, lack of knowledge of vocabulary and pronunciation, unable to distinguish certain words and sounds (Fitria, 2021). According to Ang-zie (2020), students must be able to correctly respond to listening comprehension questions by comprehending the tone and stress, the difference in sound, idioms, conversational phrases, groups or verb phrases, implicit information (not explicitly stated), comparisons, and the meaning of the conversation or conversation. Not all people can understand all of that, therefore there are many strategies that people use to pass the listening test without having to mastered all of that which some of that were effective and some are not. Teacher has a big impact on students' improvement of listening comprehension. The teaching method used in the class affect the student's motivation and interest in learning process.

Language Listening Skill Development, (Cross, 2010) explain that developments of listening skill in the early days and current days. Listening was primarily used in the early days of English Language Teaching to introduce new grammar through model dialogues. From the late 1960s onwards, listening practice was a regular feature of course programs in British language schools, though the materials available were limited and on tape rather than cassette. Some characteristics of this early lesson format include:

1. Three stages: a preliminary stage in which teachers prepared the listening exercise and a final stage in which the listening experience was reviewed.
2. listening at two levels. First, learners are asked to listen to the recording to get a sense of the speaker and the topic of the spoken text. This phase ensures that the listener is familiar with the content and allows them to establish the 'geography' of the recording in terms of what information is provided where.
3. Last is multiple play, the listeners might get benefit from several plays of the listening passage during intensive listening.

Over the years, the original model has been modified. Now, the listening lesson in good ELT practice has a different structure which include some elements which are pre-listening, during listening, and before listening.

Teaching and Learning Listening Process, language teaching techniques and research on teaching methods have changed significantly over the world as our understanding of how to learn listening skills has grown. Teachers and academics eventually gave up trying to find the ideal teaching strategy and began to appreciate the value of teaching language, especially listening. Language instruction has historically been centered on whatever was deemed necessary now. Here are some methods by (Bailey, 2020) that have just been heard of or that are already known by most people.

1. Grammar-translation
Grammar-translation lessons focused mainly on grammar, but they also emphasized learning vocabulary. Speaking and listening were seldom seen as essential. Classes frequently began with a list of ten to twenty vocabulary words found in a passage of reading in the target language.
2. The Reform Movement
In the era of the Reform Movement, as in first language acquisition, Linguists stressed that speech, rather than the written word, was the basic form of language when teaching listening as the first language skill.

3. The Direct Method

In this method, all the classroom instruction took place in the TL and translation was not permitted. The teacher's role was to "encourage direct and spontaneous use of the foreign language in the classroom". In Europe the Direct Method also call "Natural Method" because it supposedly mirrored the way children learn their mother tongue. Several researchers in Europe get their inspiration for teaching foreign languages from watching kids learn it through interaction.

Hindering Factors in Developing Listening Skill, according to (Sofyan A. Gani et al., 2017) the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. (Rost, 2016) mentioned that Length, complexity, organization, and surface elements are some of the cognitive load principles that listeners have identified as having an impact on comprehension.

There are a lot of difficulties that student's face in listening comprehension. Here some listening barrier which often face by students. The first is background information, which students should have for the topic. The pupils may have major comprehending problems if the listening assignment has elements from very different cultural backgrounds. The onus is on the professors to give pupils prior knowledge about the listening activities beforehand.

A lot of students have Poor vocabulary mastery that related to their background knowledge. Lack of background knowledge has related to their vocabulary mastery. Students often encountered unfamiliar vocabulary that create difficulties in listening comprehension. Besides, if students know the words, it makes easier to understand the meaning of the spoken text as well as improve their listening comprehension. Many words have several meanings, and students will become confused if they are not utilized effectively in their right situations.

Next, there are a lot of students have anxiety in listening. They got anxiety before the test begin and after they can't understand the meaning of spoken text. Before the test even starts, they won't be able to concentrate on the speaker, which will interfere with their ability to understand what is being said. like when individuals struggle to interpret spoken material because they are afraid of failing the test. These statistics show that this element makes it psychologically difficult for students learning listening comprehension to comprehend what the speaker is saying since they are losing focus.

Besides that, the length spoken text can be one major factor interfere the learners' listening comprehension because it distracted their concentration. Long spoken text bore the student also. The physical setting is an external factor which influences the students on hearing the tape recorder in the class. Poor quality of recording is problematic for the student. Furthermore, when the surrounding is noisy will interfere their focus and disturb student in listening comprehension. Students also got problem when the audio can't be repeat, there isn't transcript, and the question from one question to another question doesn't pause long enough.

Ideal Way in Acquiring the Skill, all people have different method or strategies to improve their English listening skill. (Brownell, 1994) and (Jonsdottir & Fridriksdottir, 2020) said that Brownell has provided a framework for skill-based listening instruction by defining listening as comprised of six interrelated components; Hearing (concentrating on and attending to the message), Understanding (comprehending the literal meaning of the message), Remembering (recalling the message so that it can be acted upon), interpreting (sensitivity to

nonverbal and contextual aspects of the message), Evaluating (logical assessment of the value of the message), and Responding (selecting an appropriate response to what is heard)

RESEARCH METHODOLOGY

The design used in this research is mixed methods. According to (Creswell & Creswell, 2018) mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. In this study, a questionnaire used close-ended question and Likert Scale to collect the quantitative data for answering the research questions of this study. Besides, the qualitative data was collected through in-depth interviews to clarify their answers and get answers to the questions being researched, also to figure out how they overcome the difficulties while doing the listening test and learning listening comprehension.

The participants of this study are grade 9 students from SMP Muhammadiyah Plus Batam. 102 students involved in the quantitative research that will fill the questionnaire. 8 out of 102 students are chosen from their questionnaire answer to take an interview. The quantitative aimed to identify difficulties faced by the students. While to validate the data and why it affects the students in listening comprehension used qualitative.

RESULT AND DISCUSSION

In this chapter describes the findings of the research. The purpose of this study was to investigate difficulties among secondary students Muhammadiyah Plus Batam on listening comprehension. Two research questions as a guide to assist in understanding the problems contained in this research.

1. What are the student's difficulties while doing listening test?
2. What are the student's problems in learning listening comprehension?

The study was ensured by mixed method approaches to get the data and answer the research question. Therefore, this part will show the questionnaire and interview result regarding to student's difficulties in learning listening skill and doing listening test. There are 102 students from grade 9 of SMP Muhammadiyah Plus Batam took part in this study.

In this section, the researcher analyzed the data which obtained through mix-method (quantitative and qualitative). There are 2 data that will be discussed, the first is the result of the questionnaire and the second is the result of the interview.

Questionnaire Result

This part will discuss the result of questionnaire which filled by third year student. The This part will discuss the result of questionnaire which filled by third year student. The questionnaire created using google form and Microsoft word. There are 43 questions which consist of 4 topics. First, student's difficulties related to listening material. Second, student's difficulties related to the listener. Third, student's difficulties related to speaker and external factor. Fourth, factor that cause student's difficult in learning listening skill. Each topic will have sub-topic that related to the main topic.

A. Students' Difficulties Related to Listening Material

Table 1. Students' perspective About Listening Comprehension

Questions	SDS	DS	A	SA
1. Do listening comprehension Difficult for you? (Apakah pemahaman mendengarkan sulit bagi anda?)	16.70%	30.40%	44.10%	8.80%

The table above shows the results of student's perspective about listening comprehension. It can be seen the average 44.10% agree that listening comprehension is difficult for them. 30.40% answered is difficult. Most of the students agree that listening comprehension is difficult. Although there are students disagree, they also find various difficulties while doing listening test and learning listening skill especially in the class.

Table 2. Students Difficulties on Unfamiliar Words

Questions	SDS	DS	A	SA
2. Do you understand listening text in which there are too many unfamiliar words? (Apakah Anda memahami teks mendengarkan di mana ada terlalu banyak kata-kata asing?)	8.80%	44.10%	34.30%	12.70%
3. Do you find difficult to understand every single word in listening test? (Apakah Anda merasa sulit untuk memahami setiap kata dalam tes mendengarkan?)	13.70%	37.30%	39.20%	9.80%
7. Do you find difficult to understand listening text when the topic is unfamiliar? (Apakah Anda merasa sulit untuk memahami teks mendengarkan ketika topiknya tidak familiar?)	5.90%	18.60%	55.90%	19.60%
Average	9.47%	33.33%	43.13%	14.03%

Unfamiliar words are difficulties that are often encountered by the students. It can be seen from the table above, 43.13% of the student's agree unfamiliar word difficult to understand listening text. It makes they hard to understand what the question are asked or what the speaker said. Especially when there are a lot of unfamiliar words in one question or one topic. And the other 33.33% is disagree.

Table 3. Student's Difficulties on Long Spoken Text

Questions	SDS	DS	A	SA
4. When spoken text too long, does interfere your listening comprehension? (Ketika teks lisan terlalu panjang, apakah mengganggu pemahaman mendengarkan Anda?)	10.80%	21.60%	52%	15.70%

5. Do you find difficult to understand the meaning of a long-spoken text? (Apakah Anda merasa sulit untuk memahami arti dari teks lisan yang panjang?)	5.90%	34.30%	45.10%	14.70%
6. Do you feel fatigue and distracted when you listen a long-spoken text? (Apakah Anda merasa lelah dan terganggu ketika Anda mendengarkan teks lisan yang panjang?)	10.80%	28.40%	47.10%	13.70%
8. Do you find difficult to understand long conversation? (Apakah Anda merasa sulit untuk memahami percakapan yang panjang?)	10.80%	39.20%	43.10%	6.90%
Average	9.58%	30.88%	46.83%	12.75%

It can be seen from the table, most of the student's find difficult in answering listening test when the spoken text is too long. 46.83% is agree long spoken text interfere their listening comprehension. They felt fatigue and distracted when listening a long-spoken text that make difficult to understand the meaning of the spoken text and the long conversation from the audio. 30.88% have opposite feedback which they are disagree if the long-spoken text and conversation difficult.

Table 4. The Use of Student's Personal Knowledge in Answering Listening Test

Questions	SDS	DS	A	SA
9. Do you use your own personal experience and knowledge of the topic to understand the spoken text? (Apakah Anda menggunakan pengalaman dan pengetahuan pribadi Anda tentang topik tersebut untuk memahami teks lisan?)	4.90%	16.70%	54.90%	23.50%

Experience and knowledge are very influential in taking the listening test. The more experience and knowledge will make it easier to answer the questions. It also helps to understand the meaning of the spoken text and make us more confident in the test. 54.90% agree if they use own personal experience and knowledge of the topic to understand the spoken text. The others 16.70% are disagree.

B. Students' Difficulties Related to the Listener

Table 5. Student Self-Confidence

Questions	SDS	DS	A	SA
10. Before doing listening test, do you fear you cannot understand what you will hear? (Sebelum melakukan tes mendengarkan, apakah Anda takut tidak dapat memahami apa yang akan Anda dengar?)	9.80%	20.60%	38.20%	31.40%

11. Do you feel worried if you don't understand spoken text? (Apakah Anda merasa khawatir jika Anda tidak memahami teks lisan?)	1%	17.60%	60.80%	20.60%
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Average	5.40%	19.10%	49.50%	26.00%
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Confident is one of the most important things that the students should have. It helps students in taking the test. Confident makes the students relax and comfortable while doing the test that makes it easier on listening the audio and understanding the question and the spoken text. However, there are still those who are not confident in their listening abilities. 49.50% students agree that they are not confident, so they are fear and worried cannot understand the spoken text. The other 19.10% is disagree.

Table 6. Students Difficulties on Pronunciation

Questions	SDS	DS	A	SA
12. Do you find the pronunciation familiar, but you cannot recognize the word? (Apakah anda merasa pengucapannya familier tetapi Anda tidak dapat mengenali kata tersebut?)	6.90%	18.60%	55.90%	18.60%
19. Do you find difficult to recognize the word that you know because the way speaker pronounces it? (Apakah Anda merasa sulit untuk mengenali kata yang Anda tahu karena cara pembicara mengucapkannya?)	5.90%	25.50%	52%	16.70%
Average	6.40%	22.05%	53.95%	17.65%

The result of the data show 53.95% is agree they find problem with the pronunciation. The student's find the pronunciation familiar, but they cannot recognize the word. Besides, there are words whose pronunciation is similar so that it is confusing what word the speaker is saying. Most of them got a wrong answer and cannot listen properly because the way speaker pronounces the word. 22.05% is disagree because they didn't get problem with the speaker pronunciation.

Table. 7 Students Focus

Questions	SDS	DS	A	SA
13. Do you find it difficult to recognize the signals that indicate that the speaker is moving to another question? (Apakah Anda merasa sulit untuk mengenali sinyal yang menunjukkan bahwa pembicara pindah ke pertanyaan lain?)	11.80%	37.30%	35.30%	15.70%

14. Do you lose focus when got an expected answer in your mind? (Apakah Anda kehilangan fokus ketika mendapat jawaban yang diharapkan dalam pikiran Anda?)	13.70%	44.10%	35.30%	6.90%
17. When you search answer and listen dialogue at the same time, do you unable to concentrate? (Ketika Anda mencari jawaban dan mendengarkan dialog secara bersamaan, apakah Anda tidak dapat berkonsentrasi?)	6.90%	27.50%	49%	16.70%
Average	10.80%	36.30%	39.87%	13.10%

There are 39.87% agree that focus is one of difficulties in listening test and 36.30% disagree with that. In this aspect students find it difficult to recognize the signals that indicate that the speaker is moving to another question. They are also unable to concentrate in answering and listen at the same time. It could be said that losing a focus will make the students difficult in doing the listening test.

Table 8. Students Difficulties on Unknown Word

Questions	SDS	DS	A	SA
15. When encountering an unknown word, I stop listening and think about the meaning of the word? (Ketika menemukan kata yang tidak dikenal, saya berhenti mendengarkan dan memikirkan arti kata tersebut?)	8.80%	40.20%	34.30%	16.70%
16. It is difficult to infer the meaning unknown word while listening? (Sulit untuk menyimpulkan arti kata yang tidak diketahui saat mendengarkan?)	3.90%	23.50%	54.90%	17.60%
18. Do you lose concentration when you think the meaning of new words? (Apakah Anda kehilangan konsentrasi ketika memikirkan arti kata-kata baru?)	4.90%	35%	44.10%	15.70%
Average	5.87%	33.00%	44.43%	16.67%

In this table show 44.43% agree that they find it difficult when encountered an unknown word. They agree that infer the meaning unknown word while listening the audio is difficult. It also will make students lose concentration when found the new word. The other 33.00% disagree that fin an unknown word is difficult in understand the spoken text.

Table 9. Students Difficulties on Predict, Memorizing, and Transcript of The Listening Test

Questions	SDS	DS	A	SA
20. Do you difficult to predict what would come next? (Apakah Anda sulit memprediksi apa yang akan terjadi selanjutnya?)	11.80%	33.30%	45.10%	9.80%
21. Do you difficult to quickly remember word or phrase you have just heard? (Apakah Anda sulit mengingat kata atau frasa yang baru saja Anda dengar dengan cepat?)	5.90%	34.30%	38.20%	21.60%

22. Do you find difficult when listening without transcript? (Apakah Anda merasa kesulitan ketika mendengarkan tanpa transkrip?)	8.80%	37.30%	40.20%	13.70%
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Average	8.83%	34.97%	41.17%	15.03%
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The table above show 41.17% students agree that they are having a problem with predict, memorize, and transcript of listening test. Students completely can't know what topic will come in the next question. Although they have a lot of experience and knowledge in the listening test, it still hard to predict. They are also having difficult to quickly remember word or phrase just heard. Moreover, listening test didn't give a transcript to the participants of the test and they agree it's difficult for them in answering the test.

C. Students' Difficulties Related to Speaker and External Factor

Table 10. Speaker and External Factor

Questions	SDS	DS	A	SA
23. Do you lose concentration if the recording a poor quality? (Apakah Anda kehilangan konsentrasi jika kualitas rekamannya buruk?)	2.90%	4.90%	35.30%	56.90%
24. Do you find difficult to understand the meaning of the spoken without seeing the speaker's body language? (Apakah Anda merasa sulit untuk memahami makna yang diucapkan tanpa melihat bahasa tubuh pembicara?)	16.70%	50%	27.50%	5.90%
25. Do you find difficult to understand well when the speaker used a variety accents? (Apakah Anda merasa sulit untuk memahami dengan baik ketika pembicara menggunakan berbagai aksen?)	6.90%	20.60%	52.90%	19.60%
26. Do you find difficult to understand when the speaker speaks too fast? (Apakah Anda merasa sulit untuk memahami ketika pembicara berbicara terlalu cepat?)	2.90%	7.80%	46.10%	43.10%
27. Do you find difficult to understand when the speaker does not pause long enough from one question to another? (Apakah Anda merasa sulit untuk memahami ketika pembicara tidak berhenti cukup lama dari satu pertanyaan ke pertanyaan lainnya?)	4.90%	15.70%	49%	30.40%
28. Do you find difficult if the sound can't be repeated? (Apakah Anda merasa sulit jika suara tidak dapat diulang?)	2%	4.90%	46.10%	47.00%

29. Do you find it difficult to concentrate if the surroundings are noisy? (Apakah Anda merasa sulit untuk berkonsentrasi jika di sekitar berisik?)	2%	5.90%	41.20%	51%
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Average	5.47%	15.69%	42.59%	36.27%
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It can be seen from the table above 36.27% strongly agree that they often find a problem because of the speaker and external factor. Students can't concentrate because poor quality of the audio. They find it difficult to understand well when the speaker used a variety accent and speak too fast. They also got difficult when the gap between one question to another is not long enough. Especially when the audio can't be repeated. For the external factor, noisy is the difficulty that almost all the students find because they can't concentrate while doing the test.

D. Factors That Cause Students' Difficulties in Listening Comprehension

Table 11. External Factor

Questions	SDS	DS	A	SA
30. Do you have hearing problem? (Apakah Anda memiliki masalah pendengaran?)	47.10%	39.20%	10.80%	2.90%
31. Do you have low motivation or spirit in studying listening? (Apakah Anda memiliki motivasi atau semangat yang rendah dalam belajar mendengarkan?)	20.60%	43.10%	31.40%	4.90%
32. Can you concentrate when listening to the listening material? (Bisakah Anda berkonsentrasi saat mendengarkan materi listening?)	4.90%	26.50%	49%	19.60%
Agree	24.20%	36.27%	30.40%	9.13%

The table show that 36.27% disagree have a difficulty on external factor in learning listening comprehension. Almost all students didn't have hearing problem. The data also said that they have low motivation or spirit in studying listening. But it was quite a lot of students have low motivation. For the concentration. They don't really have a problem, otherwise some of them have it because they can't concentrate for various reasons. Overall, they don't have difficulties on external factor.

Table 12. Habits

Questions	SDS	DS	A	SA
33. Do you have wrong habits in study the listening material? "Cheating or waiting for an answer from friend" (Apakah Anda memiliki kebiasaan yang salah dalam mempelajari materi listening? (menyontek atau menunggu jawaban dari teman)	22.50%	42.20%	28.40%	6.90%
34. Do you depend on others when you find something you do not understand? (Apakah Anda bergantung pada orang lain ketika Anda menemukan sesuatu yang tidak Anda pahami?)	11.80%	23.50%	55.90%	8.80%

35. Do you feel shame to ask if there is material that is unclear? (Apakah Anda merasa malu untuk bertanya jika ada materi yang tidak jelas?)	10.80%	35.30%	39.20%	14.70%
36. Have mood swings affected you in learning listening comprehension? (Apakah perubahan suasana hati mempengaruhi anda dalam mempelajari pemahaman mendengarkan?)	6.90%	28.40%	41.20%	23.50%
Average	13.00%	32.35%	41.18%	13.48%

Having a bad habits influencing students in improving listening skill. There are 41.18% agree that they have a bad habit like cheating or waiting for an answer from friend, depending on other when you find something you do not understand. They also feel shame to ask when they didn't understand with the material given and they can't focus and take it serious in learning in the class when they condition isn't in a good mood. But 32.35% disagree with it.

Table 13. Situations and Teaching Learning Processes in The Class

Questions	SDS	DS	A	SA
37. Do you think the lecturers have used attractive teaching methods and techniques? (Apakah menurut Anda guru telah menggunakan metode dan teknik pengajaran yang menarik?)	7.80%	31.40%	44.10%	16.70%
41. Do the teacher explain the orders or instructions of the material clearly? (Apakah guru menjelaskan perintah atau petunjuk materi dengan jelas?)	2.90%	14.70%	59.80%	22.50%
42. Do the teacher explain the learning materials too quickly? (Apakah guru menjelaskan materi pembelajaran terlalu cepat?)	7.80%	51%	33.30%	7.80%
43. Do the situations or teaching learning processes stimulate you to be active? (Apakah situasi atau proses belajar mengajar mendorong Anda untuk aktif?)	4.90%	22.50%	55.90%	16.70%
Average	5.85%	29.90%	48.28%	15.93%

It can be seen 48.28% students agree situations and teaching learning processes in the class affect their understanding of the material given. And the other 29.90% disagree. The students completely agree the way the teacher teach in the class and the situation of the class is important for learning. The most problem they find is the situation in the class didn't

stimulate them to be active. There various reason like the class is noisy so they can't focus and concentrate.

Table 14. Media and Tools

Questions	SDS	DS	A	SA
38. Do the media and tools used during listening often have problems? (Apakah media dan alat yang digunakan selama mendengarkan sering mengalami masalah?)	4.90%	30.40%	47.10%	17.60%
39. Are the tools and resources for learning activities adequate? (Apakah alat dan sumber untuk kegiatan pembelajaran memadai?)	3.90%	19.60%	64.70%	11.80%
40. Are the class situations conducive to learn listening? (Apakah situasi kelas kondusif untuk belajar mendengarkan?)	12.70%	36.30%	43.10%	7.80%
Average	7.17%	28.77%	51.63%	12.40%

From the result of the table, there are 51.63% agree media and tool that used in the learning process affect their listening comprehension. The media and tool often have a problem and it didn't adequate. It makes the students difficult in listening and understanding the spoken text. The class situation also the problem because it isn't conducive to learn listening. Besides, 28.77% of the students disagree with it.

Interview Result

After the students fill the questionnaire, 8 out of 102 students have been chosen to be interview. The interview was held as well to support a deeper data analysis. Through the interview, students elaborate more the difficulties they are face in listening test and factor's which cause students' difficulties in listening comprehension. The result of the interview has been recorded.

1. Student's Listening Difficulties Related to Listening Material

Students are asked about their listening difficulties encountered in listening material. 7 out of 8 answered that listening comprehension are difficult and 1 student answered it's not difficult.

“For me, listening is difficult because several reasons like I can't understand what the speaker say because there are a lot of unfamiliar words. Beside that I can't focus and bothered when the spoken text is too long. Also, I get bored with that.” (Student B)

She said unfamiliar words and spoken text to long are interfere her listening comprehension.

“It's not difficult for me. But it doesn't mean I didn't have problem on it. In listening material, if there are too many foreign words, it will be difficult because foreign words are related to the questions posed by the speaker, if they are too long, it will be difficult to give

them time to think a little, but they don't bore me and are not too big of a problem for me.” (Student D)

Although for some students listening comprehension is not difficult, it's still there some factor that will hard to answer the question. Same as in the conversation, when it's too long, it will interfere their understanding and focus. The students sometimes skip some words or phrases that was a problem because they can't know the whole of the spoken text. So, they use their own personal experience and knowledge of the topic to understand the spoken text. Even though the text to long when they have experience and knowledge especially with the topic they know, it can help make it easier to understand the meaning of the spoken text. Like what student k do.

“I really use my experience and knowledge of the topic I know because it really helps. I can know some of the vocab that will come out. And even though I miss some phrase, it doesn't really matter.” (Student K)

2. Student's Listening Difficulties Related to Listener

Almost all the students found difficult in listening comprehension related to the listener. It can be because they didn't confident with themselves. Some students didn't confident before the test because they didn't prepare themselves like study before the test or have low ability in listening. Some students didn't afraid with that, but they are afraid and not confident when they can't understand what the speaker say or the meaning of the spoken text. Student f mentioned pronunciation is one of the factors that make her not confident.

“I'm afraid when the test is begun not before it.” (Student F)

“I'm afraid I mistook the vocab because there are some words have similar sound” (Student F)

“I often find words that are familiar but because of the pronunciation I get confused.” (Student D)

All of them sometimes were unsure of the word that said by the speaker because they can't focus while answering the question and listening to the audio at the same time. Student T stated it difficult to recognize the signals that indicate that the speaker is moving to another question. We need to really focus on the audio but it's too hard because they like to sleepy while doing the test and student B also stated that it's hard to memorize the phrase or words which was read before.

“I am easy with words that I have heard especially if they are too long” (Student B)

Listening have a transcript but it can't be show to the students because if they can look it, it will help them, and they didn't really need to study in order to doing the listening test.

“If there is a transcript, I can understand more the spoken text and it's easier to understand and answer the questions.” (Student N)

Teacher can show the transcript in the learning. When the students have done the test, they could look to the transcript to confirm the word or the spoken text which they are unsure and to know the mistake they did. It could help student to improve their understanding of listening skill.

3. Student's Listening Difficulties Related to Speaker and External Factor

Speaker is the main in the listening, it could affect the overall result of the test. The sound of the speaker is important when the quality of the recording is bad, it will hard for the student to know what the speaker say. It also same when the volume is too small or too high, it will interfere their listening comprehension.

“Sometimes the speakers are too loud or too quiet, it really affects my listening.” (Students D)

“I couldn't concentrate because the volume was sometimes too low, and because of the audio quality, the sound was not clear.” (Student A)

Student C also mentioned that poor quality of the audio also interferes her concentration.

Accent that used by the speaker make a lot of problem for them especially when in the listening test using more than one accent. Different accent will have different pronunciation which some accent doesn't sound clear when the speaker pronounces it.

“There are some accents which are as difficult to understand as British.” (Student K)

“It's difficult because there are some words when using different accents, they sound different and it's difficult to understand them.” (Student B)

Furthermore, student F mentioned that when the speaker speaks to fast, she can't concentrate. They are often miss some words or phrases and especially when the speaker does not pause long enough from one question to another. They can't have enough time to think about the answer or understand the meaning of the spoken text. Because of that they like to skip 1 or 2 questions and they need audio repetition to be able to confirm words they are unsure of and to be able to answer questions that are missed. Student A stated that he needs repetition audio so he could recheck the answer and understand the spoken text.

“I have trouble if the video can't be repeated, sometimes I miss something because I can't focus. It could be because it's too long, too fast, there are words I don't know or the pronunciation is clear, or because the surroundings are too noisy.” (Student T)

External factors affect students' concentration. The noisy of the surroundings like our friends in the class and the class next to our class very disturbing in doing the test. Student F also mention that her class has problem, but the class next door is very noisy. It's not only because the noisy, when the class is hot or cold also can affect their concentration like what student C said.

4. Factors Affect Students in Listening Comprehension

Having high motivation is necessary in learning listening comprehension. Without motivation, it hard to understand the material. Most of them have a low motivation because they didn't like listening.

“I don't like listening because it's boring, especially if it's too long.” (Student N)

“I don't like listening.” (Student T)

As mentioned by student N and T they don't like listening because it boring, it would affect them in learning listening comprehension.

Bad habit is one of the factors why the students lazy to learn the material. Almost all of them like to ask their friends answer or cheating while doing the test. Student D, T, K, and N stated that they have cheating in the test. Although it's not often, it's also affected their understanding of the listening comprehension. They can't improve their ability if they like to cheat to their friends.

The method using by the teacher will affect student's motivation to learning listening materials. It can be seen how clear the teacher explains the material and the speed the teacher explain. Some students stated that the teacher have already use interactive method and some say the otherwise.

"The way the teacher explain in the class is standard, nothing special, just use a whiteboard, markers and a textbook." (Student A)

"I think it just a normal method." (Student N)

The class situation also has a role to make the students to learn listening comprehension. As mentioned before, the class situation didn't conducive because it's too noisy and student A stated that the class did not suitable because there are a lot of his friends chatting and asking for answers so he can't focus and it's disturbing my concentration. Besides that, the class next for also disturb the concentration while learning listening as student F mentioned.

Discussion

Based on the findings, it has been discussed student's difficulties in listening comprehension. This study used mixed-method approach to conduct the research. Questionnaire and interview are used to obtain the data. For the questionnaire will be filled by 102 students of grade 9 secondary school. 8 out of 102 will be chosen to have an interview. From the result, its show student's difficulties in listening test and factors that cause students difficulties in listening comprehension.

According to the findings, in the listening test there are 4 aspects of difficulty be found. It was difficulties related to the material, listener, speaker and external factor, and listening comprehension. The first three factors are required to answer the first research question which to find students difficulties while doing listening test. In listening material, students find out difficult to understand the listening text when the topic is unfamiliar. They often found unfamiliar words which interfere their understanding of the spoken text and the question. These findings were similar to (Diora & Rosa, 2020), it said they were complex grammatical structures, difficult to understand every single words of incoming speech, difficult to interpret the meaning of long spoken text, unfamiliar topic, and new vocabularies. (Pratiwi & Andriyanti, 2019) mentioned the primary cause of student listening confusion is the listening material. For instance, the students are impacted by the text's length since the lengthy text contains a large number of unfamiliar words. That yields the same conclusion as this study. Despite the fact that this study didn't touch on students' comprehension of how slang and idioms are used in listening texts.

(Darti & Asmawati, 2017) stated that the students' listening problems are caused by both the listening material and the listeners' poor command of the English language. According to the results, there are several challenges, including anxiousness, poor pronunciation, lack of

attention, and trouble remembering words or phrases. When the audio is too long, they also get sleepy and bored, as was indicated in the questionnaire and interview results. They are all identical to the findings of this researcher. By comparing to another previous research, it has a same difficulty which student felt less focus when they have to listen to the audio and at the same time they should search for the answer as (Hardiyanto et al., 2021) said in their research.

Other aspects are related to speaker and external factor. This aspect is mostly faced by the students. The accent used by the speaker affect their understanding. Especially there are some words have similar sound that confused the students. It's also mention by (Wahidah, 2018) that has same result which English is a foreign language for them so that they often found the different accents of the speaker made them difficult in hearing and in understanding the text or the conversation. (Fitria, 2021) also said that the student's ability to listen is impacted by the speaker's accent. Furthermore, it is more difficult to hear and comprehend spoken language when it is spoken quickly and the interval between questions is brief. In order to help with the queries, students need to listen to the audio again and again. The external factor such as physical setting in the classroom is one of important factors affecting the students' focus on listening as said by (Pratiwi & Andriyanti, 2019). Students' ability to understand what is being said is supported by the input medium, such as audio or video. The performance of the pupils can be enhanced by a well-planned video presentation that is accompanied by visuals or text. Students may pay more attention and pay closer attention because of this. Poor audio quality makes the input delivered confusing and impairs listening comprehension. Moreover, the class situation also affects their focus. Silence, comfort, and weather conditions are important things that must have in the listening comprehension.

In the last factor which is listening comprehension is to find students difficulties when learning listening comprehension. (Putera Jaya et al., 2021) mentioned same as findings that Because of the poor quality of the recording materials, students may have difficulty understanding what they are hearing. Teachers frequently use recordings that have been rerecorded more than three times. These will lower the quality of the sounds, affecting students' ability to comprehend the listening materials. Having high motivation can help the learning process in increasing listening comprehension. Same as the previous research said, when listening materials contain known words, it would be very easy for students to comprehend listening materials. If students know the meaning of words this can also arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. The noisy and distraction in the class will lose the focus. Therefore, the student's motivation and class situation affect their understanding of listening material. From the findings, a lot of them feel shame to ask the teacher when they didn't understand the material. So, they depend on others which will not increase their understanding. Besides that, students' mood also interferes their desire in learning in the class. Moreover, the method and tools used in the class will affect the students in learning. The tools need in the good condition and the teacher need to use attractive method to increase student interest.

From the findings, it showed the average in each topic of the 4 existence factors. In the first factor which difficulties related to listening material, the most difficulties encountered by the students is long spoken text with 46.83% agree. Students feel fatigue and distract when the spoken text too long. It also interferes their understanding The second is related to listener showed that pronunciation is the most difficult topic with 53.95% agree. Students often mistaken with the word said by the speaker. It was because there are some words have similar sound that make them confuse which word are the correct one. In the speaker and external

factor, accent is the difficulties that often make students hard to answer the question and understand the spoken text. 52.90% of the students agree with it. there is an accent difficult to hear because it didn't sound clearly for them. The last factor is related to listening comprehension. 41.18% agree that they have a bad habits like cheating and also shame to ask when didn't understand the material that explained by the teacher. It's the reason why they can't improve their listening comprehension. From all topics in the 4 factors, pronunciation is the highest topic that make them difficult in listening comprehension.

CONCLUSION

Conclusion

Based on the result of the discussion, the researcher could conclude the result to answer the research question regarding to student's difficulty while doing the listening test and learning listening comprehension. For the first research question, it can be answer that students have difficulties related to the listener, speaker, and external factor. For the listener, unfamiliar words, pronunciation, and long-spoken text are a problem they have. Most of the students have lack vocabulary which interfere in understanding the spoken text. Sometimes it's difficult to know the word said by the speaker. It's hard for them to recognize a word because some words have similar sound. And long-spoken text makes them feel bored and sleepy. They also have poor ability in memorizing the words or phrases just heard. For the speaker, poor quality of the recording is a big problem although you have a good listening skill, especially when the audio using variety accent. Every accent has different pronunciation that not all students understand all of it which make it difficult for them. Then, it's also difficult to listen the audio when the speaker speaks to fast, each question didn't pause enough, and the audio can't be repeated. Furthermore, external factor plays important role. It will affect the test if the surroundings are noisy and the weather in the room too hot or too cold.

There are some factors cause students difficulties in listening comprehension. Shame to ask the teacher in the class is one of them. There is a lot of them afraid to ask when they didn't understand to the material. The reasons are they shy to ask or lazy because they didn't interest to it, then the teacher speak to fast and the media and tools that used by the teacher often have problem.

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REVEALING RIDDLER'S IDEOLOGY IN THE BATMAN MOVIE: A TRANSITIVITY ANALYSIS

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Abstract: This study aims to describe the transitivity system in the text. The transitivity system is used to explain ideational metafunctions in the theory of Systemic Functional Linguistics proposed by Halliday (2014). The analysis in this study focuses on Riddler's utterances in the film *The Batman* in 2022. This study analyzes the processes and participants contained in the clauses in these utterances. Then, the results of these findings will be linked with power hierarchy theory to reveal Riddler's Ideology. This study uses a qualitative descriptive method to show the analysis results. This research data is obtained from the transitivity process from Riddler utterances, which consists of the process and participants. The results show that Riddler used all kind of transitivity process. He used mostly material, relational, and followed by other processes. By using the transitivity process, Riddler can decide which character has more power through participant in the process. He used it on himself and his friend such as Batman and his follower more frequently than the government or higher up he discussed or talked to. Therefore, it can be concluded the ideologies that Riddler inherits is anarchist which influenced by narcissism.

Keywords: *keywords 1, transitivity 2, processes 3, participants 4, power 5 ideology*

INTRODUCTION

Language is defined as a tool that people invented to communicate with each other. A lot of different languages have been created. Some languages can function as a bridge to other languages. For centuries, the English language has become the world's lingua franca as *lingua franca* English can be expressed through literature media to bridge the message and ideology more widely. A movie is one of the Literature media that can be spread to everyone worldwide. It exposes the actual language, authentic settings, and culture of the foreign language (Nuriswara, 2014, as cited in Anggraeni et al., 2019). According to previous research, a movie could impact how people express their attitudes and behavior. For instance, dramatic films teach how to interact with the opposite sex and adult (Valkenburg and Cantor, as cited in Kubrak., 2020), and movie about climate issue increases media discussion about that issue (McGreavey and Liendfield, as mentioned in Kubrak., 2020). When the characters speak the words, people can take the meaning and moral message that feelings are trying to convey and then implement it into their daily lives. The certain movie that being used as subject in this research is *The Batman* from 2022.

The utterance from character might be influenced by some ideology, especially the Riddler's. He is the antagonist character in *The Batman* movie. In the story, Riddler always

being opposite of government. Most reviewer on the internet gives their view on Riddler. On Variety.com, Debruge (2022) wrote unlike the Joker's anarchy in *The Dark Knight*, Riddler is more like an inspired person by influencing other people to become vigilantes like himself and Batman. Other reviewers also wrote Riddler was highly affected by actual life crime, a zodiac killer from the late 1960s, where the killer tested the police and government to find him by sending cryptic codes (The Batman Review. IGN Southeast Asia, 2022). Therefore, it is intriguing how writer made the characteristic of Riddler seems convincing by implementing certain ideology, like anarchism. To prove that, the research on the structure of language that character use in utterances can be held to see whether the opinions or hypothesis are true. This can reveal the knowledge on how language can be useful as tool to shape character or people ideology whether in storytelling or speaking in daily life. In this case, the language grammatical theory that being used is Transitivity System which is one of Systemic Functional Linguistics grammatical system.

Previous research has been conducted to find the transitivity process in the text or speech. The first research was conducted by Dewi (2020) and Mahdi (2020). It focuses on online news. The material process is the transitivity process that this research intended to find. Based on the results, it showed fifty-one material processes are happening in the online news. This research only focused on the material process, while the present research studies the other possible processes in utterance related to the ideology. The second research was conducted by Anggraini (2018), Sahnaz (2018), Fathonah (2018), Al Farisi (2018), and Fidiyanti (2018). They investigated the transitivity process in Donald Trump's speeches during the 45th United States presidential election and used it to reveal Donald Trump's Ideology. The difference between this previous and present research is the subject behind the speech. This research is focused on fictional characters' ideology. It could explore how writers plant the ideology on that character. It might reveal how those characters could affect the audience's way of thinking through the character's language.

This research uses grammar perspective theory and systemic functional linguistics. M.A.K. Halliday, a linguistic professor from the University of Sidney, introduced Systemic Functional Linguistics (SFL) theory. SFL explores how people use language in different contexts and how it is structured in a semiotic system (Eggins, 2005, p.20-21). This approach is used to analyze Riddler's utterance. Mainly, the researcher uses Halliday's transitivity system. Transitivity is a clause system that affects the verb in the process and includes participants and circumstances (Halliday and Matthiessen, 2014, p. 227). Transitivity system belongs to the The primary processes are material, mental, and relational process. Then it branched into verbal, existential, and behavioral. The main participants that are accompanying the process are: (1) material participants are actors and goal; (2) mental participants are sener and phenomenon; (3) relational participants are token, value, carrier, and attribute; (4) verbal participants are sayer, verbiage, receiver, and target; (5) existential participants are existent; (6) behavioral participants are behavior. The circumstances are divided into extent, cause, location, matter, manner, role, and accompaniment.

This study analyzes Riddler's utterances affected by his ideas and experience living in Gotham City. Therefore, the researcher uses the participant, process, and circumstances based on the transitivity process to describe Riddler's Ideology. Ideology refers to a set of ideas, attitudes, and social beliefs to influence people and social community behavior (Prishtina, 2018). To explore ideology, the researcher needs the context of the situation to relate the text to the context of culture. Hasan (2009, as cited in Lukin, 2017) also added that for a dominant

ideology to survive, it needs every level of human experience, which can be observed through the context of the situation. Hence, transitivity system in SFL is one of considerable tool for revealing context of situation. Revealing ideology by using only transitivity is not enough. To support that, this research use the theory of participants' power hierarchy by Andrew Goatly's (2002). It explores correlation between language, ideology and social power through the hierarchy of participants in transitivity process. Power refers to someone capability to control and persuade others to accomplish something (Susilowat & Ulkhasanah, 2021). Language plays crucial role for social power (Wodak, 2001, as cited in Susilowat & Ulkhasanah, 2021). It provides articulated tools for power differentials in hierarchical social institutions According to Goatly (2002), the order of power hierarchy on participants are shown down below:

1. Actor in transitive material process
2. Actor in intransitive material process
3. Sayer in verbal process
4. Phenomenon in mental process
5. Senser in mental process
6. Recipient in material process

This research aims to find the transitivity processes and participants in Riddler's utterances and interpret them into his ideology by using power hierarchy theory. The benefits of this research are divided into theoretical and practical. The theoretical benefit of this research is giving academic contribution, which acknowledges that the transitivity process exists in utterances, expands the knowledge of systematic functional linguistics and explores the meaning of utterances in the movie. The practical benefits include adding new information about transitivity in the movie industry, giving further information about the systemic functional grammar in The Batman movie, and teaching the systemic functional grammar to students through the popular movie.

RESEARCH METHODOLOGY

In this research, the researcher implemented a qualitative research method. Researchers frequently use this method to interpret based on data from social and human problems. "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell & Creswell, 2018, p. 380). The particular qualitative research approach that the researcher uses is descriptive. Researchers use this method to describe and interpret things based on relationships and conditions. The items related to this research can be words, sentences, and utterances suitable for linguistic analysis.

The data for this research is received from the transitivity process of the clauses in Riddler's utterance and interpreted from his ideology. The researcher focuses on the processes, participants, and circumstances found in the research. The data source uses a third-order semiotic system, which is interpretant proposed by C.S. Peirce. The source was taken from the film titled The Batman, released in 2022. The data for this research is received from the transitivity process of the clauses in Riddler's utterances and interpreted from his ideology. The researcher focuses on the processes, participants, and circumstances found in the research.

Realizing that the researcher needs to collect the data from the source, the following techniques are applied during this research: (1) Acquiring The Batman Movie from a streaming site. (2) Watching The Batman Movie multiple times. (3) Take a screenshot of the scenes and transcribe the utterance from the subtitle. (4) The screenshot and transcription can be used as the source of data analysis. After gathering the data, it needs to be analyzed using the ethnographic research technique Spradley proposed. According to Spradley (1980), the analysis processes consist of (1) domain analysis, (2) taxonomy analysis, (3) componential analysis, and (4) cultural theme analysis.

RESULT AND DISCUSSION

Result

Transitivity process is realized through clauses that contain finite verbs between participants and circumstances. However, not all clauses contain finite verbs. There are two kinds of clauses: minor and major clauses. A minor clause is an irregular sentence. It doesn't contain a finite verb, for instance, "Hello people," "Good," "Thanks", etc. In contrast, a major clause is a regular sentence that contains a finite verb. According to the movie, there are 47 minor clauses and 191 major clauses from 238 clauses. The clauses that contain finite verb has the process of transitivity. According to the research subject, the genre is considered narrative. It is because the utterances are intended to be made as a foundation for the story. It is divided into three phases: orientation, complication, and resolution.

No	Narrative phases	Processes Type						Total
		Materi al	Menta l	Verba l	Behavior al	Relation al	Existenti al	
1	Orientation	5	1	0	1	3	1	11
2	Complicati on	53	34	14	18	55	5	180
3	Resolution	0	0	0	0	0	0	0
Total		59	35	14	19	58	6	191
Percentage		30.9%	18.3%	7.3%	9.9%	30.3%	3.1%	100 %

Table 1. Number of Transitivity Process Found in Narrative Phases

According to the result, Riddler used a variety of processes, namely material with 30.9 % percentage, relational at 30.3% percentage, mental with 18.3% percentage, behavioral with 9.9% percentage, verbal with 7.3% percentage, and existential with 3.1% percentage. Riddler used the material process the most. The material process usually shows how the speaker wants to convey actions of themselves or other beings. There are five material processes found in the orientation phase. Three actors of the processes represent Riddler himself, while others represent other people. These processes show that Riddler wanted to tell the people of Gotham what he did. The character's action is essential to introduce what they do in the story. Bates (1994, as cited in Riedl & Young, 2010) explained that the action performed by a character

should be believable so it does not cause audiences to have the suspension of negative disbelief in the character.

In the complication phase, the process is dominated by a relational process followed by material and mental processes. In most transitivity analyses, material, relational, and mental processes are frequently found in the text. They are the root of the transitivity process (Halliday & Matthiessen, 2014, p. 215). While the material was used to explain the action of Riddler or other beings, relational was primarily used by Riddler to relate something to another. This finding is reasonable since, in the story, he intended to be an observer, always giving exposition about the plot and setting of the story. Even though Riddler played a considerable part in the movie as the main antagonist, he seldom uttered regular sentences through the resolution phase. He mostly spent his time in jail while the resolution phase happened, and the story primarily focused on Batman.

According to the story, Riddler has always had conversations with other people. He never spoke to himself and always had people to talk to, whether face to face in near distance or far. Determining his ideology is not simply concluded by the process but his perception and reaction to anyone he referred or talked to. For instance, when he said “we’re such a good team,” in context “we” refers to Riddler and Batman. Therefore there are two entity take a part in the relational process as token. There also hidden participants, for example “just hold still.” It has hidden participant “you” and it refers to attorney. The number of Riddler participants of the character in the movie can be seen in the following figure:

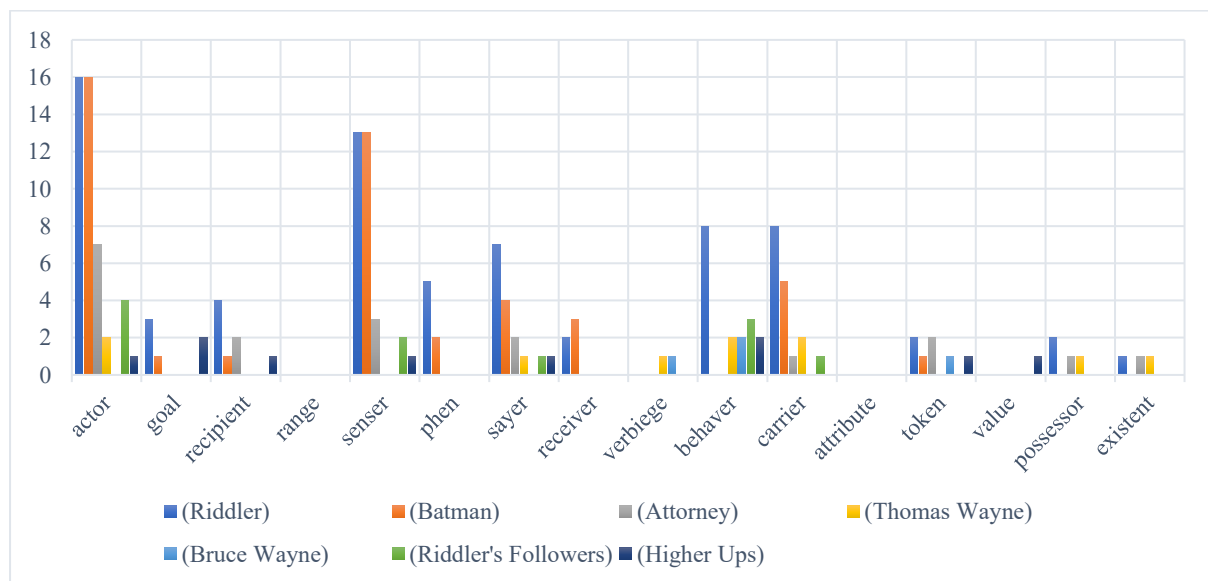


Figure 1. Chart of Riddler's Transitivity Process Participants

From the chart, it can be observed that Riddler mostly uttered the participants of character from the material, mental, and relational processes. According to Derewianka (2002, as cited in Oktoma, 2017), some narrative elements involve characters with defined identities and use processes and participants to build up the story. Riddler mostly referred to himself as a participant, which took 41.5 % percentage among other characters. Then it, followed by Batman with 26.9 % percentage, an attorney with 11.1 % percentage, and the other character such as Thomas Wayne with 5.8 % percentage, Riddler’s follower with 6.4 % percentage, and higher ups with 5.8 % percentage.

Sample of the data

Some samples can be observed to see deeper into the transitivity process. The material process deals with the physical or abstract action of an entity doing something (Eggsins, 2005, p. 215). It represents the process of doing and happening. The participants of this process are actor, goal, recipient, client, and scope. An example of material process analysis can be observed in the following datum:

We	Will give	Them	real,real change now
Actor	Material process	Recipient	Goal

Table 2. Example of Material Process

Unlike material, a mental process cannot be seen and felt through the senses. It was more concerned with our consciousness than the material world (Halliday & Matthiessen, 2014, p. 245). The process is divided into perspective, cognitive, and affective. This process only has two participants, namely the senser and phenomenon. An example of a mental process can be seen in the following datum:

...I	have always loved	little puzzles
Senser	Mental process (affective)	Phenomenon

Table 3. Example of Mental Process

A verbal process happens when some entity utters or says the word. It lies between the process of mental and relational. Symbolic relations are formed in the mind and expressed through language, such as words that have meanings (Halliday & Matthiessen, 2014, p. 215). The participants of this process are sayer, verbiage, receiver, and target. The sayer is the person who utters the word, the verbiage is the message, the receiver is the person who gets the message, and the target is someone who is targeted in the talk. The example from the research can be seen in the following datum:

She	Promised	real change
Sayer	verbal process	Verbiage

Table 4. Example of Verbal Process

A behavioral process combines physical and psycho aspects of the process. It is a representation of the external manifestation of inner workings, such as the acting out of conscious processes (for example, laughter) and physiological states (for example, sleep) (Halliday & Matthiessen, 2014, p. 215). These processes lie on the boundary between material and mental processes. The participant in the behavioral process is a behavior. An example of the process can be seen in the following datum:

I	Have been waiting	For this day
Behavior	Behavioral process	Circumstances

Table 4. Example of Behavioral Process

The relational process has two types of process, namely, attributive relational process (ARP) and identifying relational process (IRP). ARP means the process that gives quality to the entity, meaning 'x is a member of group a'. There are two participants of ARP, namely carrier and attribute. An attribute is the quality attached to the carrier (Eggsins, 2005, p. 240). There is also another participant called possessor, meaning 'x has a'. It is indicated by the use of 'have,' own,' deserve,' etc. An example of ARP can be seen in the following datum:

Since circumstances	Your justice carrier	Is Relational process (attributive)	so select Attribute
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Table 4. Example of Attributive Relational Process

On the other hand, IRP has a function to identify, not classify or ascribe something (Eggins, 2005, p. 241). It has the meaning of 'x is intended to identify a'. It has two participants, such as token and value. Unlike ARP, the participants of IRP can be switched, and the meaning would still be the same. It is because of whether the token or value of IRP can be used in passive form (Eggins, 2005, p. 241). An example of the process can be seen in the following datum:

This token	Is Relational process (identifying)	Your legacy too Value
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Table 4. Example of Identifying Relational Process

The existential processes are acknowledged by 'existences' or 'occurrences' (Halliday & Matthiessen, 2014, p. 215). It can be noticed by its usage of "there" noun. The process can be expressed by the usage of verbs that mean to exist or happen. The participants of this process are called existent. The example can be seen from following datum:

I Existent	Was Existential process	There	That day Circumstances
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Table 4. Example of Existential Process

Influence of participants to shape ideology

Realized the ideology of character can be seen by the power by participants, it is important to know the position of the character based on their position on a person's perception. Goatly (2002, as cited in Haig, 2012) purposed that the power that character inherit can be seen by the uses of participant on them. He recommends the use of participant's hierarchy from the most to least powerful by the list:

1. Actor in transitive material process
2. Actor in intransitive material process
3. Sayer in verbal process
4. Phenomenon in mental process
5. Senser in mental process
6. Recipient in material process

From the participants that Riddler use in his utterances, the power hierarchy can be observed through the number of how much it used. The hierarchy power can be seen from following datum:

No	Characters	Participants Type						Total	%
		Actor (trans)	Actor (intrans)	Sayer	Phen	Sens	Rec		
1	Riddler	10	6	7	5	13	4	45	41.3%

2	Batman	10	6	4	2	13	1	36	33.0%
3	Attorney	2	5	2	0	3	2	14	12.8%
4	Thomas Wayne	1	1	1	0	0	0	3	2.8%
5	Bruce Wayne	0	0	0	0	0	0	0	0.0%
6	Riddler's Followers	2	2	1	0	2	0	7	6.4%
7	Higher Ups	0	1	1	0	1	1	4	3.7%

Table 5. Number of Participant's Power

According to result, Riddler has highest power among other character with total 41.3% percentage followed by Batman with 33% percentage and attorney with 12.8% percentage. The fact that Riddler being the apex participant leads to the assumption Riddler is a somewhat narcissistic individual. Fausiah & Widury (2005, as cited in Aljauzy, A. F., 2021) stated that narcissism is the strange feeling of someone who feel themselves important and hoping they got special treatment. Although he had a rough life, he wants everyone to know that. There are examples in the material process where he said "no one ever gave me a chance" or when he relates himself as a weak person in "I am not physical." This is the case where characteristics of a person might be told from their perspective.

In the story, Batman is the one who inspired him to take vigilante as the life way. Batman's actions and thought are matter for him. Moreover he used participant 'we' and 'us' to refer himself and Batman, so he could be equal to him. In the analysis, he lifted Batman's through the most powerful participants like Riddler possessed which are actor in both transitive and intransitive material process. He also always wanted to respect and be humbled by Batman. This humbled act can also be proven through his relational process, where he said, "Me? I'm nobody." And "I am just instrument". But in the end, Batman is confused with Riddler's message and still threatens him as an enemy, even after Riddler's explanation. This betrayal is caused by opposition of what Batman and Riddler believe. Batman believes that punishment achieves justice, while Riddler thinks it is execution. The lack of clearance on the process can confuse, for instance, "you (Batman) will see" or "you (Batman) are part of this too".

After Batman betrays Riddler for saying he is not his partner, the story tells Riddler's followers to do a coup d'etat. He placed them on high participant with total 6.4% higher than Thomas Wayne, Bruce Wayne, and Higher ups. Therefore Riddler made them dominant because they are matter the most than people he despised. Moreover he include them two times in higher participant which is actor in transitive material process. It can be concluded that Riddler really value people who is on his side.

Batman himself and Riddler were also involved higher up in his utterance. The attorney, Mr. Colson, holds the highest participant among higher up. He acted as 2 actor in transitive material process and 5 in intransitive material process. It is because of his involvement in the beginning of the complication phase. Riddler was never respected him due to his corruption in defending the mafia boss and his involvement in Gotham's lowest club. Therefore, in context, he used to process with high-power participants to interrogate and verify what he had done, for example, "You deserve to be dead after what you did," or "which vermin you're paid to protect."

Giving attorney power in Riddler's utterance is significant in pointing out where the story will go. It motivates Batman to investigate the criminal that an attorney defends.

There are some higher ups that hold powerful participants in Riddler utterances. Thomas Wayne appeared as an actor, sayer, and other higher-ups as actors and senser. Even though he talked about Bruce Wayne in some conversation, unlike other higher-ups, he never used high participants on him. Despite that, they play a vital role in shaping Riddler's hatred of the government, for example, when Riddler put Thomas Wayne as a sayer in a sentence, "The day the great Thomas Wayne announced he was running for mayor made all those promises." or Bella Real "She promised real change." There is some build-up of anarchism through distrust of major candidate promises. Even though Thomas did not directly cause Riddler to suffer, his experience of abandonment after Thomas' promise made him distrust the government. This can also be proven by how little he uses participants of Thomas and other higher-ups compared to himself and Batman.

According to Berkman (2003, as cited in Baker, 2022), anarchists believe that no one has the right to dominate other people or interfere with their freedom. In Riddler's case, anarchism happens not because of strict rule or tyranny but because of abandonment. The government is too busy putting its best frame on media and spending their corrupted money on their satisfaction rather than taking care of the lower class. Therefore, Riddler thinks it is useless to be on top if they never care about what is beneath them. It can be proven on how low he uses powerful participants on higher up compare to how he used on himself or his friend.

Anarchism is nothing new. In real life, sometimes unreasonable promises are created by a political candidate when the election campaign happens, then the promise is never fulfilled. This movie is a satire of a case like that. There will always be a chance for an anarchist like Riddler to rise when people are disappointed with the government. If no better change or aspiration from people is fulfilled, anarchism might be realized through demonstration, vandalism, or even terrorism. Undoubtedly, the most significant loss is not from higher up but innocent people caught up in that violence and destruction.

CONCLUSION

By using transitivity analysis and power hierarchy, it can be revealed that participants in process can shape ideological mindset in a person's mind. It can shape their trust in other people, leading to their actions. High power over people can mean positive trust, making them respect others like Riddler and Batman. However, overly trusting is surely not good since it might lead to confusion and misunderstanding among trusted people. It also can lead to distrust. Using as little participant with high power in conversation means a person cannot trust them to have so much power in their utterance. It also can be concluded that Riddler has a narcissistic character and inherited anarchism ideology. Both of them have a connection to shape someone who cannot trust a high-ranking ruler rather than themselves. This research is not to promote anarchism, but to see the example of a case that can be learned and avoided for better political and social life. People should trust the government, and the government should be responsible for that trust by prospering who they rule. Other than that, the research could be beneficial for people who want to write character dialogue so it can be more meaningful. This research is far from perfect. Therefore another research is highly recommended to be held to enrich and improve Systemic Functional Linguistic research for English education in future.

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INTERACTIVE LEARNING VIA DIGITAL STORRYTELLING IN ELT AT ELEMENTARY SCHOOL: SYSTEMATIC REVIEW

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Abstract: In 4.0 era, digitalization in ELT at elementary school can be a complex learning tool. As we know that ICT facilitated and expanded access to education. One of the media using ICT in ELT is DS (Digital Storytelling). DS (Digital Storytelling) that is a story which narrate by using the digital multimedia such as: the video and the image. This study aims to analyse interactive learning via DS (Digital Storytelling) in ELT at elementary school. To understand kinds of the research studies that related to DS (Digital Storytelling), the writer used SLR (Systematic Literature Review) The research found through Google Scholar, Semantic Scholar, Pubmed, and Crossref from 2020-2023. This study executed in accordance 6 research articles consists of National Journal and International Journal. The result of this study showed that qualitative method research was the most popular research design. The result of this study that has been carried out that there are advantages applying DS (Digital Story telling) in interactive learning in ELT at the elementary school such as : it can improve the speaking skill, writing skill, reading skill, and listening skill, it can improve the students' motivate and the students' engagement, it can increase the levels of the students' interactions and the students' collaboration, it can improve the students' collaboration, the students' creativity skills, the students' critical thinking. The innovation is needed to help teacher improve the quality of learning in elementary school. It promotes better understanding for the content and curricula for the educators.

Keywords: *Digital Storytelling, Interactive Learning, ELT, Elementary School*

INTRODUCTION

In the industrial revolution 4.0 era, the great advance of technology gives effect to all aspect of human's life including education. The use of the technology to teach the students especially when learning English can be a complex learning tool. Nowadays the students learn three set skills that needed in ELT i.e., the learning and innovation skills, information, media and technology skills, and life and career. Digitalization in teaching-learning process demand literacy and digital skills for teachers and students. As we know that ICT (Information and Communication Technology) facilitated and expanded access to education networks,

increasing educational equity, learning quality, teacher professionalism, and more effective and efficient education management and governance.

The kind of systemic change necessary to prepare young people for the demands of the 21st century requires young people to take the lead in changing it. Set the stage for young people to play powerful roles in envisioning and creating powerful futures for themselves. One way to set that stage is to hold high expectations, not only for the students themselves, but for the teachers and for their responsibility in achieving certain outcomes. In 21st century the Interactive learning is one of the tools which collaborate with the ICT in ELT. Interactive learning is a method that encourages students to be active in learning and able to interact with others. The term interactive learning, however, has been associated with the independent learning using computer technology. It is used for many benefits in the learning process. It focuses on the learners instead of the teacher. The emotional aspect and positive values of the Elementary students must be addressed for them to speak comfortably in English. The competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. Learning real English use means to learn the English real people use to talk about real things in real situations. The tools which help the students to be able to communicate in English that is story telling. Using words and voices, storytelling conveys ideas, experiences, and tales. Enhances emotional intelligence and aids in the comprehension of human behaviour in learners. It has proven to be a powerful tool in English literature, fostering critical thinking, speaking, listening, creativity, and vocabulary. As students listen and utilize words and sentences to tell and listen to stories, it helps them strengthen their language skills.

Through the use of multimedia and hypermedia components combined with traditional oral or written storytelling, traditional storytelling has evolved into a digital format that enhances both written and spoken texts. Narration, either digital or conventional, constitutes a very useful tool in the hands of the teacher. It is the technique of telling a tale utilizing multimedia, such as pictures and videos. To draw in the listener, the narrator's voice has to shift. To draw in viewers, it must include sound effects or music. It needs to be easy. This implies that in order to keep the audience from becoming sidetracked, the tale being told must have minimal information.

Digital Storytelling is one of the most popular attempts. It has long been known to be beneficial for language learning programs; for instance, studies have shown that it enhances research and organizational skills, supports comprehension of the subject matter, and promotes independent learning. It is asserted that DS exercises the necessary abilities for living in the twenty-first century, to the extent that it is referred to as a potent media for teaching in this age. (Robin,2008). (Parsons, C 2017) said that the necessity of social connection for cognitive growth was suggested by the social development theory (Vygotsky, 1978). Self-authorship through social interaction allows students to take charge of their own learning, in contrast to the transmission approach that places a strong emphasis on the instructor. Students can actively participate in their own cognitive growth when they establish an internal locus of control. High levels of academic success and student persistence can arise from a shared connection, when a group of near strangers feel that they are in a supportive communal setting. It is important to look into the learning environments that support interactive learning since social and interactive involvement is essential to cognitive growth.

It is well known that interactive learning is an effective teaching strategy, and contemporary technology is better than ever at drawing students into classes. The interactive classroom format emphasizes student participation with new resources, making it much more comprehensive. This innovative methodology's courses emphasize conversation, critical thinking, and open-ended questions rather than rote memorization of material. The ideal approach to support learning is for students to collaborate with one another. It has been demonstrated that children learn better in a group setting regardless of the subject. This can include using web resources after class and conducting brief consultations before responding to inquiries, rather than requiring group projects or speeches (Natour,2022).

The application of new approaches and methods in ELT is influenced by advancements in digital domains and technological modifications to student profiles. The strategies and tactics of today are employed to structure information and to enhance, enrich, and distinguish education. They also offer the chance for high-quality, long-lasting learning. As a result, there is a shift from conventional teaching techniques that rely on paper and pencil to modern techniques that make use of computers and the Internet. Digital storytelling is one of these teaching strategies that has taken the role of conventional storytelling. This approach, which enables the creation of stories in a digital setting, calls for technological story-telling abilities in addition to the ability to use the stories in the classroom for educational objectives. (Meadows et al in Talan, 2020).

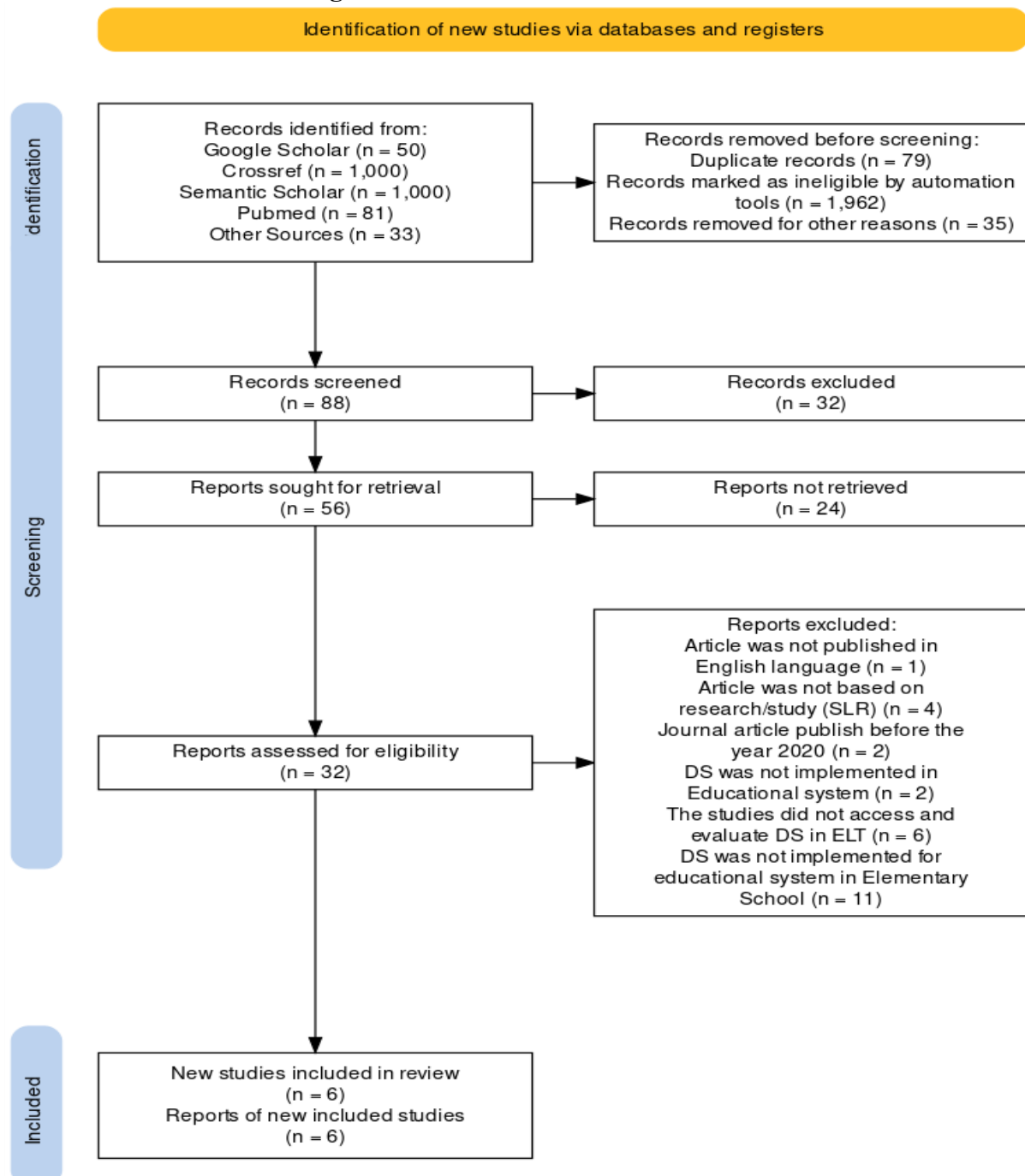
Digital storytelling is useful in a wide range of settings, including social media, government agencies, and educational institutions. The skill of narrating stories using a variety of digital media, such as text, images, music, video, recorded audio, and photos, is combined with digital storytelling. Using computer software, these multimedia components are combined to create a narrative that often centre on a single theme or subject and frequently includes a point of view. The majority of digital stories are somewhat brief, lasting anywhere from two to ten minutes, and they are stored in a digital format that can be watched on a computer or other device that can play video files. Furthermore, digital articles are usually posted online so that users of any well-known web browser can access them. Digital stories come in a wide variety of forms, with the three main kinds being divided into the following categories: 1) Personal narratives: these are reports of noteworthy occurrences in a person's life; 2) historical documentaries: these are stories that explore dramatic events to shed light on historical events; and 3) educational stories that enlighten or teach the audience about a specific idea or method (Robin,2016).

The writer highlighted that implementation of DS (Digital Storytelling) had become mainstream in education, especially in elementary school. Using DS (Digital Storytelling) is proven to help educators and students achieve learning goals in ELT. However, little study has been done on students in elementary schools. In this study aims to analyse interactive learning via DS (Digital Storytelling) in ELT at elementary school. Despite that there are advantages of interactive learning using digital storytelling in ELT at elementary school, there are challenges associated with such use. Thus the writer wants to answer the research questions : What the competencies have students achieved after implementing DS (Digital Storytelling) in ELT at elementary school?. Is there an influence on interactive learning after implementing DS (Digital Storytelling) in elementary school?. What are the advantages of implementing DS in ELT in elementary school?. Does the application of DS (Digital Storytelling) affect teachers in interactive learning in ELT at elementary schools?.

RESEARCH METHODOLOGY

The method used is a SLR (Systematic Literature Review), which is a literature review method that identify, evaluate, and interpret all the findings on the research topic to answer previously determined research questions (Kitchenham & Brereton, 2013). It is a research methodology that is appropriate for specific subjects that satisfy preset qualifying requirements. Six national and international journals from 88 journals that were indexed by Google Scholar, Semantic Scholar, Pubmed, and Crossref between 2020 and 2023 served as the study's sources.

Figure 1. Literature Review Search Method



The method used is PRISMA (Preferred Reporting Item for Systematic Reviews and Meta-Analytic) method. The four steps of the PRISMA approach are identification, screening, eligibility, and inclusion. The author chose articles pertaining to "Interactive Learning via Digital Storytelling in ELT at Elementary School" using the PRISMA approach. The writer gets all article then it has passed the selection process were then reviewed and summarized based on author name's, year of publication, the objectives, instruments used, respondents, the findings, and suggestion for the further research.

Table 1. The study's inclusion and exclusion criteria

Inclusion	Criteria	Exclusion
Article published in English language	Language	Article not published in English language
Researches conducted in a qualitative, quantitative or mix-method methodology	Research design	An article (SLR, conceptual paper, literature review, Meta analysis) that is not grounded in research or study
Journal article published from the year 2020 to 2023	Period of research	Journal article published before the year 2020
Digital storytelling was incorporated into the curriculum	Article of Education	Digital storytelling was not incorporated into the curriculum.
The research did not examine and assess DS in ELT	DS in ELT	The studies didn't look for and assess DS in ELT
DS was implemented for educational system in elementary school	ELT in elementary school	DS was not implemented for educational system in elementary school.

RESULT AND DISCUSSION

RESULT

Table 2. Analysis of the methodology used

Level of the learners	Qualitative	Quantitative	Mix-method
Elementary School	3	2	1
Total	6		

Table 2 provided an explanation of the technique analysis employed in the first publications between 2020 and 2023. The qualitative method and quantitative study design were the most often employed approaches in earlier studies. According to an analysis of the table, the least common research design is the mixed-method research design. Elementary school pupils made up the sample or respondent for every study. The third table outlined the main conclusions drawn from the research.

Table 3. Research findings significant to Digital Storytelling

No.	Author	Key Findings
1.	Sari et al., 2021	Research has indicated that integrating the latest advancements in digital technology into teaching is crucial. According to the current study, students enthusiastically embrace digital storytelling, or DS, as a potent instrument for language acquisition that enhances the "creativity, critical thinking, communication, and teamwork skills considered important in thriving the 21st century live."
2.	Alderbashi et al., 2021	<p>The investigator arrived to multiple conclusions. For example, UAE primary schoolchildren:</p> <ol style="list-style-type: none"> 1. Exhibit favorable sentiments regarding the use of digital storytelling (DS) by educators as a teaching tool in the classroom. 2. Students' motivation to learn and their level of engagement in the teaching-learning process are both increased when teachers in UAE primary schools use the DS (Digital Storytelling) technique. 3. Digital storytelling, or DS, encourages students to behave well and fosters a deeper comprehension of the material and curricula. 4. Digital storytelling, or DS, improves students' focus and memory for the material. 5. Students' verbal, social, critical thinking, and problem-solving skills all increase with DS (Digital Storytelling).
3.	Cahyanti and Nuroh, 2023	<p>The results of this study suggest that using Digital Storytelling (DS) in primary classrooms can help pupils become more proficient speakers. This can help students become more proficient communicators verbally and more equipped for social contexts where they will need to engage in discourse and give presentations. The outcome of the conducted research demonstrates that:</p> <ol style="list-style-type: none"> 1. Digital storytelling, or DS, can help students become more proficient speakers.

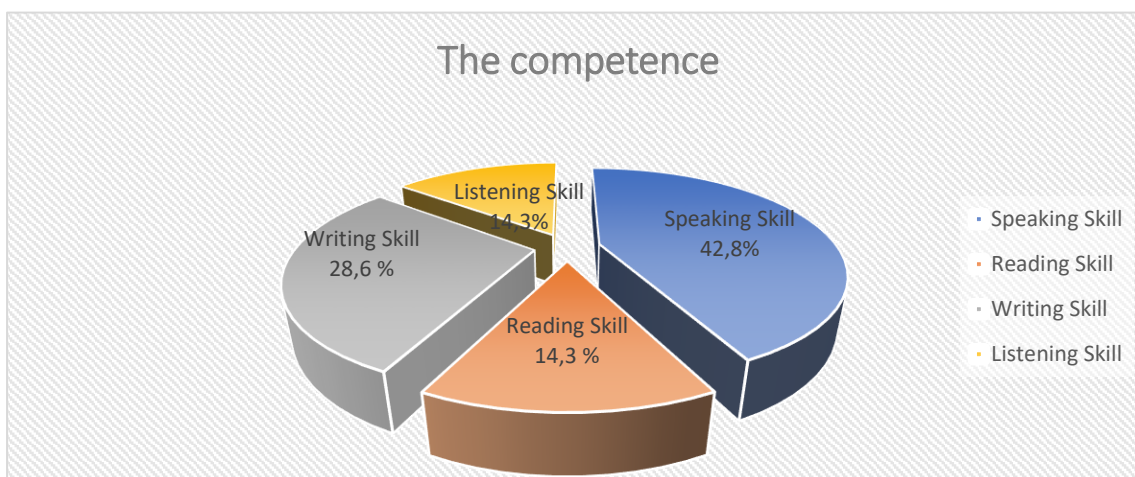
		<p>2. Digital storytelling, or DS, aids in the process of language acquisition.</p> <p>3. Digital storytelling, or DS, can also improve kids' psychological makeup and IT expertise when used in conjunction with the curriculum that primary school teachers teach.</p> <p>4. With the use of DS (Digital Storytelling), educators seek to create and mix more digital narrative media for the development of reading in classrooms across grade levels, particularly in elementary school.</p>
4.	Munajah et al., 2023	<p>The usage of instructional materials in both offline and online learning is comparable to the use of media and instructional materials, according to the data analysis's findings. The application Students' use of the DS (Digital Storytelling) application: Students who engage in Digital Storytelling (DS) feel more content and eager to switch to a new session. Digital storytelling, or DS, is essential for both online and offline learning. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, it is imperative that DS (Digital Storytelling) be used. Teachers find it challenging to enhance learning outcomes through story writing, so innovation is required to support them in raising the standard of instruction in elementary schools.</p>
5.	Sunar et al.,2023	<p>The study's conclusions demonstrate that DS (Digital Storytelling) can be a highly successful strategy for fostering conversation and interaction, which eventually aids in the language acquisition of the learners. Engage the students in dialogue to help them improve their English speaking and listening abilities by using DS (Digital Storytelling). For instance, following the display of the DS (Digital Stories), raising questions about the plot, discussing the learners' experiences with the new terms, giving them the task of telling their families about the narrative, etc. It is important to encourage students to share their experiences. It is highly advised that parents encourage and cooperate with their children in order to establish a welcoming learning atmosphere, inspire them, and help them gain confidence in speaking up in English.</p>
6.	Umar et al., 2023	<p>According to the survey's results, DS (Digital Storytelling):</p> <ol style="list-style-type: none"> 1. It can help kids grow into independent individuals. 2. It can support the development of independent character by allowing pupils to become independent learners.

		<p>3. It can inspire students and foster positive attitudes.</p> <p>4. It can change the classroom setting to increase productivity and quicken the learning process.</p> <p>5. It can improve their reading comprehension, spelling, and vocabulary.</p> <p>Students must create multilingual DS (Digital Storytelling) for this course that incorporates multimodal elements like visual and aural elements. As they use technology more frequently when developing DS (Digital Storytelling). By taking part in the online Digital Storytelling process, students improve their technological skills, including technology literacy. The creative process of selecting a topic, crafting a script, and recounting an interesting tale can be contextualized through a learning exercise that makes use of DS (Digital Storytelling). It also encourages pupils to exhibit extraordinary public speaking skills. It is suggested that DS (Digital Storytelling) be used in education to develop the character of primary kids due to its effectiveness as a multilingual approach.</p>
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DISCUSSION

The main conclusions of the research shown in Table 3 are covered in this section. In light of the findings, the writer responds to the RQ.

The first research question in this study is RQ1: What the competencies have students achieved after implementing DS (Digital Storytelling) in ELT at elementary school?



1. Cahyanti and Nuroh, 2023 discovered that speaking skill is the competency that students have attained after using DS (Digital Storytelling) in ELT in elementary school. The results of this study suggest that using Digital Storytelling (DS) in primary classrooms can help pupils become more proficient speakers. This can help students become more proficient

communicators verbally and more equipped for social contexts where they will need to engage in discourse and give presentations.

2. Sunar et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Speaking Skill and Listening Skill. Using DS (Digital Storytelling) engage the students in dialogue to help them improve their English speaking and listening abilities by using DS (Digital Storytelling)
3. Umar et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Reading Skill, Writing Skill, Speaking Skill. It can develop their vocabulary, spelling, and reading skill. Selecting a topic, crafting a script, and recounting an interesting story can all be creatively contextualized through a DS (Digital Storytelling) learning exercise.
4. Munajah et al., 2023 found that competence have student achieved after implementing DS (Digital Storytelling) in ELT at elementary school is Writing Skill. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, it is imperative that DS (Digital Storytelling) be used. Innovation is required to support teachers in raising the standard of instruction in primary schools since they face challenges in enhancing learning outcomes when they are composing stories.

The second research question in this study is RQ 2: Is there an influence on interactive learning after implementing DS (Digital Storytelling) in elementary school? Ye, there is.

The interactive classroom format emphasizes student participation with new resources, making it much more comprehensive. This innovative methodology's courses emphasize conversation, critical thinking, and open-ended questions rather than rote memorization of material. The ideal approach to support learning is for students to collaborate with one another. It has been demonstrated that children learn better in a group setting regardless of the subject. This can include using web resources after class and conducting brief consultations before responding to inquiries, rather than requiring group projects or speeches (Natour, 2022).

1. Sari et al., 2021 found that DS (Digital Storytelling) enhances the "teamwork, creativity, critical thinking, and communication skills deemed essential for prospering in the twenty-first century."
2. Sunar et al., 2023 According to the study's findings, encouraging dialogue and interaction through digital storytelling, or DS, can be a very effective tactic for helping language learners become more proficient communicators.
3. Alderbashi et al., 2021 discovered that DS (Digital Storytelling) enhances pupils' verbal, social, critical thinking, and problem-solving abilities.
4. Cahyanti et al., 2023 found that DS (Digital Storytelling) can help students improve their verbal communication abilities and get ready for social situations where they will need to engage in dialogue and give presentations.

The third research question in this study is RQ 3: What are the advantages of implementing DS in ELT in elementary school?

Author	The advantages of using DS (Digital Storytelling)
Sari et al., 2021	DS (Digital Storytelling) has shown to be warmly welcomed by the students as one powerful tool language learning, which improves the “communication, collaboration, critical thinking, and creativity skills considered important in thriving the 21st century live.
Aldbashi et al.,2021	<ol style="list-style-type: none"> 1. Exhibit favorable sentiments regarding the use of digital storytelling (DS) by educators as a teaching tool in the classroom. 2. Students' motivation to learn and their level of engagement in the teaching-learning process are both increased when teachers in UAE primary schools use the DS (Digital Storytelling) technique. 3. Digital storytelling, or DS, encourages students to behave well and fosters a deeper comprehension of the material and curricula. 4. Digital storytelling, or DS, improves students' focus and memory for the material. 5. Students' verbal, social, critical thinking, and problem-solving skills all increase with DS (Digital Storytelling).
Cahyanti and Nuroh, 2023	<ol style="list-style-type: none"> 1. Digital storytelling, or DS, can help students become more proficient speakers. 2. Digital storytelling, or DS, aids in the process of language acquisition. 3. Digital storytelling, or DS, can also improve kids' psychological makeup and IT expertise when used in conjunction with the curriculum that primary school teachers teach. 4. With the use of DS (Digital Storytelling), educators aspire to create and integrate more digital narrative media for the development of literacy in classrooms across grade levels, particularly in elementary school.
Munajah et al., 2023	<ol style="list-style-type: none"> 1. Students who use digital storytelling (DS) are happier and eager to switch to a new course. 2. Digital storytelling, or DS, is essential for both online and offline learning. 3. In order to improve elementary school students' interest in, experience with, and learning outcomes from story writing, the adoption of DS (Digital Storytelling) is desperately needed.

<p>Sunar et al.,2023</p>	<ol style="list-style-type: none"> 1. Digital storytelling, or DS, can be a very useful tool for fostering a dialogue and interactional atmosphere that will ultimately aid in the language acquisition of the learners. 2. Have conversations with the students using DS (Digital Storytelling) to help them improve their English speaking and listening abilities. For instance, following the display of the DS (Digital Stories), raising questions about the plot, discussing the learners' experiences with the new terms, giving them the task of telling their families about the narrative, etc. It is important to encourage students to share their experiences. It is highly advised that parents encourage and cooperate with their children in order to establish a welcoming learning atmosphere, inspire them, and help them gain confidence in speaking up in English.
<p>Umar et al., 2023</p>	<p>In light of the survey's findings, DS (Digital Storytelling):</p> <ol style="list-style-type: none"> 1. It can help pupils grow into independent individuals. 2. It can support the development of independent character by allowing pupils to become independent learners. 3. It can inspire students and foster positive attitudes. 4. It can change the classroom setting to increase productivity and quicken the learning process. 5. It can improve their reading comprehension, spelling, and vocabulary. <p>Students must create multilingual DS (Digital Storytelling) for this course that incorporates multimodal elements like visual and aural elements. As they use technology more frequently when developing DS (Digital Storytelling). For this course, students are required to produce multilingual digital storytelling (DS) that uses both visual and aural aspects. As they build DS (Digital Storytelling), they utilize technology more often. By taking part in the online Digital Storytelling process, students improve their technological skills, including technology literacy. The creative process of selecting a topic, crafting a script, and recounting an interesting tale can be contextualized through a learning exercise that makes use of DS (Digital Storytelling). It also encourages pupils to exhibit extraordinary public speaking skills. It is suggested that DS (Digital Storytelling) be used in education to develop the character of primary kids due to its effectiveness as a multilingual approach.</p>

The fourth research question in this study is RQ 4: Does the application of DS (Digital Storytelling) affect teachers in interactive learning in ELT at elementary schools? Yes, it does.

1. Cahyanti and Nuroh., 2023 discovered that teachers may create and integrate more digital story media for the development of literacy in classrooms at different educational levels, particularly in elementary school.
2. Munajah et al., 2023 discovered that teachers have challenges in enhancing learning outcomes when they write stories. As a result, innovation is required to support teachers in raising the standard of instruction in elementary schools.
3. Alberdashi et al., 2021 found that DS (Digital Storytelling) promotes better understanding for the content and curricula for the educators.

CONCLUSION

The result of this study that has been carried out that there are advantages applying DS (Digital Storytelling) in interactive learning in ELT at the elementary school such as: it can improve the speaking skill, writing skill, reading skill, and listening skill, Students exhibited a high degree of motivation and engagement, leading to improved levels of collaboration and interactions. This can enhance students' communication, teamwork, critical thinking, and creativity skills, as well as promote a better comprehension of the curriculum and positive behaviour. help the process of improving language skills, develop students' own autonomous character, help in fostering independent character that the students develop independence in learning, modify the learning environment to increase productivity and accelerate the learning process, improve students' vocabulary, spelling, and reading comprehension, sharpen their understanding of information technology and student psychology in the context of applying lessons taught by elementary school teachers, Students who engage in Digital Storytelling (DS) feel more content and eager to switch to a new session. Digital storytelling, or DS, has several positive effects on interactive learning in ELT, including enhancing teamwork, creativity, critical thinking, and communication abilities. It also fosters conversation and interaction, which helps language learners advance their proficiency, improves students' problem solving, language, social involving conversation and presentations. The effect of DS (Digital Storytelling) that educators promote better understanding for the content and they can purpose of promoting reading at all educational levels in schools, particularly in elementary school, more digital story material should be created and combined. Innovation is required to support teachers in raising the standard of instruction in primary schools since teachers can enhance learning outcomes through the creation of stories. Also promotes better understanding for the content and curricula for the educators.

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INTERACTIVE PATHWAYS: EXPLORING STUDENTS' ACCEPTANCE OF USING NEARPOD FOR ENGLISH GRAMMAR PROFICIENCY

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Abstract: Lately, technology-enhanced learning tools, such as Nearpod, demonstrate the efficacy of integrating learning, particularly in an English grammar class. This study aims to investigate students' reactions to technology used for teaching grammar, precisely the acceptance of using *Nearpod* for grammar class. This study employed a mixed-method design with questionnaire and in-depth interview. The questionnaire used in this study was based on Technology Acceptance Model (TAM) in a Likert scale. Thirty-eight undergraduate students were selected purposefully from Informatics Engineering Department who enrolled in Grammar class. The findings revealed a highly positive perception of *Nearpod's* utility for grammar instruction, confirming on students' acceptance and highlighting its benefits for enhancing language skills, especially in grammar. Students agreed that *Nearpod* was beneficial to help understand and practice the language. The findings demonstrate that *Nearpod* is an effective tool for enhancing grammar instruction and suggest its implications for language educators and curriculum designers. This study contributes to our understanding of the role of technology in fostering integrative learning in grammar classes and highlights the need for further research in this area.

Keywords: *Interactive learning; Nearpod; grammar class; students' perspectives*

INTRODUCTION

In a higher education, creating an interactive classroom is challenging, especially if the class size has a huge number of students. Since the number of students increases, the interactions both student-student and student-teacher tend to decrease (Hornsby & Osman, 2014). This urges the lecturers to provide more effort in designing and developing varied strategies to assist students' learning. Previous studies have documented the approaches attempted to improve communication between students and lecturers and to create an effective learning environment (Tanjung, 2018). Moreover, the present-day system of higher education aims put more emphasis on the influence to develop each student by cultivating a set of applied competencies including personal creative, communicative, socializing, and intellectual information (Abykanova et al., 2016). These competencies are expected to help boost the technological aspects of the college learning process.

The most recent technological development has greatly impacted the education system, which also has altered teaching delivery corresponding to the era of information technology and the ubiquitous Internet. The things to consider are not only regarding to the best way to teach but also providing compelling materials and media which are mostly integrated to the technology. The course material and delivery mode have to be in favour of students'

preferences, focusing more on an interactive teaching which includes a set of activities to break up a traditional lecture and to engage students in the whole lecturing time. Subsequently, one of the approaches to enhance meaningful interactive dialogue in large class setting is to integrate technology in the classroom setting. This allows lecturers to adapt learning activities to students' learning style and needs and stimulates students to take ownership for their participation in learning activity and knowledge development (Hwang et al., 2015).

As a part of language components, grammar has a vital position in language learning. This is considered as a fundamental guide for learning English effectively, as it plays role in developing one's language knowledge and social skills in context (Andriani et al., 2021). Since grammar is central to learning English, teaching grammar for English as a Foreign Language is commonly challenging. This is generally driven by students' negative mindset of grammar itself which is quite arduous to be mastered due to the different rules with their mother tongue. Apart from students' perception, common obstacle of its atmosphere is boredom. The way lecturers deliver the grammar lessons and build up students' grammar mastery often results in boring class as it is not suitable with their willing. This perception from previous education level has been brought to higher education (Ahmad, 2020). Therefore, the university lecturer should reform and explore many ways to make grammar class more intriguing, one of which is integrating technology in teaching and learning in the class.

Technology integrated in teaching and learning process has come in a various implementation, ranging from the use of technological devices such as computer, laptop, or mobile phone, the utilization of Internet, and the implementation of digital tools such as websites, applications and social media (Adriani & Asyifa, 2022; Ahmad, 2020). Numerous studies have pictured the positive effect of technology integrated in teaching and learning process. Digital tools and social media such as YouTube, blogs, Facebook and WhatsApp are proved to improve students' English proficiency (Alharbi, 2015; Arndt & Woore, 2018; Fattah, 2015). In more recent and detail study, Ahmad (2020) revealed that Padlet and Kahoot! can be used as online alternatives to teach basic English grammar and to enhance students' comprehension in grammar class. Apart from using digital tools for material delivery, it is now common that digital tools can be combined as gamification strategy to create interactive class and provide enjoyment to students.

One proposed digital tool that can be used as teaching and gamification is Nearpod. Nearpod is a multiplatform e-learning technology (web-based and mobile application) which can involve teacher and students to access the lesson and interact with one another in a real time by using their personal technology devices (Ryan, 2017). The lecturers are able to design and choose from the archived library via depository and adjust with their students' need. Besides, Nearpod also provides the chance for lecturers to create interactive presentation which enables quizzes, polls, audio activities, video clips, collaborate board, open ended comprehension questions, virtual reality games, etc. The way how it works is by distributing onto students' devices with the same code systems. In delivering the lesson, Nearpod also allows the lecturers to opt "student-paced" or "instructor-paced", meaning that the students can freely scroll through media file, or the instructor can control the pace in which the screen move or start the interactive activities within Nearpod.

Numerous studies have explained the advantages of Nearpod for teaching and learning. It is informed that Nearpod should be used in crowded classroom to enhance interactions between teacher and students. To be more precise, collaborate board or draw it activities

features can be conducted for classroom interactions, reducing students' anxiety as they have more freedom to share ideas and discuss their friends' answers (Ryan, 2017). Nearpod also has been proved as an interactive tool for improving classroom engagement and motivation during the class (Burton, 2019). Other specific features, the poll activity and report sections, provide teachers with instant feedback on learners' result. This will ease teachers' job to show what students achieved during the lesson as well as difficulty after the lesson (Jing & Yue, 2016). Therefore, Nearpod is not only beneficial for teachers to increase interactions, classroom engagement and motivation as well as providing real-time assessments, but it also has benefit for students to reduce their anxiety to practice the knowledge.

In the language educational environment, it is no exception that Nearpod are often employed to deliver the lesson in a various of skills, both receptive and productive skills. Turahmah et al. (2023) and Pupah and Sholihah (2022), for example, attempt to investigate Nearpod to increase students' receptive ability, listening and reading. It was found out that there were significant discrepancies on students' scores for the pre-test and post-test, showing that Nearpod has successfully increased students' English listening and reading skills. In productive skills, Nearpod has been used as one of the effective digital tools to enhance writing and speaking (Lestari & Sihombing, 2022; Ridwan & Mahliatussikah, 2021). Although a number of research has documented the use of Nearpod to increase students' specific skills, it seems that the use of Nearpod to examine students' grammar ability is relatively rare, so it is compelling to elaborate further.

RESEARCH METHODOLOGY

This research employed a mixed methods design by using TAM questionnaire model and conducting in-depth interviews with selected participants. This study was divided into two phases. First phase was collecting quantitative data from questionnaires. The quantitative data from the first phase were analysed by using JSAP. Following this, the second phase was collecting qualitative data from interviews selected students which later were analysed by using narrative inquiry. As the quantitative data are needed to figure out the range of experiences and perspectives existing in the population of this study, the qualitative data are significant to gain better understanding about the cases (Creswell & Plano Clark, 2017).

This research took place in an Indonesian university. The participants were from Informatics Engineering department. The students were in the first semester who joined grammar class for the subject of Foreign Language for Specific Purposes (FLSP). As many of 38 students were randomly selected, then requested to fill in the questionnaires to reflect on their English learning experiences by using Nearpod.

Two instruments were employed in this research including tam questionnaire and interview guidelines. The tam questionnaire used was from Davis (1989) with an adaptation from Alfadda and Mahdi (2021) and Weng et al. (2018). Then, all items were validated and adapted to the context of this study including four criteria. All items in the questionnaire were graded in a 5-point Likert scale ranging from strongly agree to strongly disagree.

Criteria	Number of questions
Perceived usefulness	4 items

Perceived ease of use	3 items
Attitude toward using the new technology	4 items
Intention to use	4 items

Table 1. The TAM questionnaire

The result of a close-ended questionnaire was analysed by using JASP software to identify the trend of each participants' response. Moreover, the interview guidelines are divided into three parts, namely the students' experience in using Nearpod, the students' evaluation of their experience, and the students' suggestions for the future use of technology in grammar class. Then, the interview transcripts were analysed in a qualitative way manually.

RESULT AND DISCUSSION

The researchers classified the mean scores from the Likert scale questionnaire responses using a range score. This range score was derived from an earlier study by Zaki and Ahmad (2017). According to this range score, a mean score between 1.00 and 1.89 was categorized as extremely low, indicating an intensely negative response. A mean score between 1.90 and 2.69 was considered low and indicative of a negative impression. Moderate responses were characterized by mean scores between 2.70 and 3.49, which were neither positive nor negative. The range of mean ratings between 3.50 and 4.29 indicated a high perception. Finally, mean ratings between 4.30 and 5.00 were classified as very high, signifying a strongly positive response.

Perceived usefulness

Aspect	Statements	Mean
Perceived usefulness	Nearpod is advantageous for online English learning.	4.13
	I find Nearpod useful in my grammar and reading class.	4.18
	Using Nearpod in my class helps me to do tasks effectively.	3.93
	Using Nearpod is useful for understanding grammar material.	4.03
	Average	4.07

Table 2. The result of perceived usefulness.

It can be seen from Table 1 that the data reveals the students' perceptions regarding Nearpod's perceived usefulness in the context of online English language learning. The average mean of the statements regarding perceived usefulness is 4.07, indicating an overall positively high perception of Nearpod's usefulness for language acquisition in various contexts. Firstly, with a mean score of 4.13, students rated Nearpod as advantageous for online English learning. This indicates they recognize Nearpod's benefits and advantages for online language learning. Moreover, on average, students assessed Nearpod's usefulness in their grammar and reading classes as 4.18. This indicates that Nearpod is perceived as a useful tool for enhancing language skills in these particular areas. Then, regarding task effectiveness, students rated the statement "Using Nearpod in my class helps me complete tasks effectively" with a mean score of 3.93. Although slightly lower than the other statements, this still indicates a positive perception that

Nearpod contributes to the productivity and efficacy with which learners complete various learning tasks.

Furthermore, the average statement "Using Nearpod is useful for understanding grammar material" was 4.03. This indicates that students find Nearpod useful for comprehending and mastering the complexities of English grammar. Lastly, as indicated by the average mean of 4.07, the students view Nearpod's perceived usefulness as high. This indicates that Nearpod is perceived as a valuable resource for supporting online English language learning, providing benefits, enhancing specific language skills, enhancing task efficiency, and facilitating comprehension of grammar material.

Perceived ease of use

Aspect	Statements	Mean
Perceived ease of use	It is easy to become skilful at using Nearpod.	4.16
	I find it easy to use Nearpod to do the task synchronously.	4.18
	Learning to operate Nearpod was easy for me.	4.05
	Average	4.13

Table 3. The result of perceived ease of use

The next finding data in Table 2 highlights the students' perceptions of Nearpod's perceived ease of use. The average mean of the statements regarding the perceived ease of use is 4.13, indicating a high perception of Nearpod's user-friendliness and ease of navigation. In particular, a mean of 4.16 indicates that Nearpod is easy to use. This indicates that users find Nearpod to be intuitive and easy to learn, allowing them to acquire the necessary skills to use the platform rapidly and effectively. In addition, students found it easy using Nearpod to execute synchronous tasks, as indicated by an average rating of 4.18. This indicates that students find the platform conducive to synchronous collaboration and task completion, facilitating a streamlined and effective learning experience. Furthermore, the students gave a mean rating of 4.05 for the statement, "Learning to operate Nearpod was easy for me." This indicates that students found Nearpod's learning manageable and could comprehend the application's features without significant difficulty. With a mean score of 4.13, Nearpod's perceived ease of use was considered high by most students. This indicates that users find Nearpod user-friendly, allowing them to acquire skills rapidly, perform tasks synchronously, and easily navigate the platform.

Intention to use

Aspect	Statements	Mean
Intention to use	As a university student, I believe Nearpod is useful for my classes.	4.05
	I feel comfortable using Nearpod to improve my English.	3.97
	I think Nearpod should be used in English classes in the future.	3.95
	I plan to use Nearpod in the future.	3.84
	Average	3.95

Table 4. The result of the intention to use

Come to the third aspect; the data shows the students' intentions to use Nearpod. The average mean of the statements about intention to use is 3.95, indicating a positive perception toward utilizing Nearpod in future learning experiences. From Table 3, as indicated by a mean of 4.05, students believed that Nearpod was beneficial for their university courses. This indicates that they view Nearpod as a valuable learning instrument that can improve their academic performance. Moreover, with a mean rating of 3.97, students reported feeling comfortable using Nearpod to enhance their English. This indicates that they believe in Nearpod's ability to support their language learning objectives and provide an environment conducive to English language acquisition. Furthermore, as indicated by a mean rating of 3.95, the students were also positive about the prospective implementation of Nearpod in English classes. This indicates they recognize the potential benefits of incorporating Nearpod into English language instruction and anticipate enhanced learning experiences and outcomes.

In addition, students indicated their intention to use Nearpod in the future, giving it an average rating of 3.84. This demonstrates a willingness and interest to continue using Nearpod as part of their educational journey, indicating a positive outlook for its continued use. Lastly, with a mean score of 3.95, the students indicated a high positive intention to use Nearpod. This indicates that they consider Nearpod as beneficial for their academic pursuits, are comfortable using it to enhance their language learning, recognize its potential for future implementation in English classes, and intend to continue utilizing Nearpod for their study.

Attitude towards the new technology

Aspect	Statements	Mean
Attitude toward using the new technology	Using Nearpod in class is good.	3.95
	Nearpod for active learning in class is favourable.	4.11
	Nearpod has a positive influence for me in grammar class.	4.05
	I think it is valuable to use Nearpod for my grammar and reading class.	4.03
	Average	4.03

Table 5. The result of attitude towards the new technology

Based on Table 4, the data reveals the students' attitudes toward the new technology, specifically using Nearpod. The average mean of the attitude statements is 4.03, indicating a positive perception and outlook regarding using Nearpod in their educational experiences. Furthermore, as indicated by a mean rating of 3.95 from Table 4, students rated the use of Nearpod in the classroom positively. This indicates a high evaluation of Nearpod's effect on classroom activities and learning outcomes. In addition, students gave Nearpod an average rating of 4.11 for active learning in the classroom. This indicates that they view Nearpod as a valuable tool that encourages engagement, interaction, and participation in the learning process, thereby enhancing the classroom experience as a whole.

Moreover, with a mean of 4.05, students reported that Nearpod positively impacts their grammar class. This indicates that Nearpod contributes to their comprehension and development of grammar-related topics and positively impacts language learning. In addition,

students acknowledged the utility of Nearpod for their grammar and literacy classes, as evidenced by an average rating of 4.03. This indicates that they view Nearpod as a useful tool for enhancing their skills and comprehension in these subject areas. Lastly, with a mean score of 4.03, the students exhibited a positive attitude toward using Nearpod. This indicates that they view Nearpod as a useful tool that positively impacts their classroom experience, facilitates active learning, influences their comprehension of grammar, and is regarded as beneficial for grammar and reading classes.

Aspect	Mean
Perceived usefulness	4.07
Perceived ease of use	4.13
Intention to use	3.95
Attitude toward using the new technology	4.03
Average	4.05

Table 6. The mean comparison of four aspects

Table 6 provides an overview of the students' perspectives regarding using Nearpod for English learning. From the four aspects, the perceived usefulness received an average mean rating of 4.07, slightly higher than the overall average of 4.05. This suggests that students view Nearpod as advantageous for online English learning and beneficial for grammar and literacy classes. In addition, students view Nearpod as a useful instrument for comprehending grammar material and believe it helps them develop critical thinking and problem-solving skills. This aspect positively impacts the overall impression of Nearpod.

Additionally, the perceived ease of use received a mean rating of 4.13, higher than the overall mean. Students find it easy to use Nearpod and are comfortably synchronizing it for assignments. Also, it was thought that learning to operate Nearpod was comparatively simple. This aspect's high rating highlights Nearpod's user-friendliness, which enhances the students' overall experience and convenience of incorporation into English-learning activities.

Then, the intention to use factor received an average mean rating of 3.95, below the overall average. Although students have a positive opinion of Nearpod's usefulness for their classes, are comfortable using it to enhance their English, and believe it should be used in future English classes, their intention to use Nearpod in the future is slightly lower. This indicates that while they recognize the benefits of Nearpod, their actual adoption may be influenced by other factors or considerations.

The attitude toward using the new technology received a mean rating of 4.03, close to the overall mean. Students are enthusiastic about utilizing Nearpod in their English studies. They view the use of Nearpod in the classroom as beneficial, find it conducive to active learning, believe it positively impacts their grammar class, and value it for their grammar and literacy classes. This aspect corresponds with the overall high perception of Nearpod and contributes to the students' positive perception. The average mean score of 4.05 indicates a generally high perception of using Nearpod for English study. Students recognized Nearpod's usefulness, ease of use, and positive attitude toward incorporating it into their English learning. Despite a slightly lower rating for intention to use, the findings indicate a high perception toward incorporating Nearpod into English learning.

Lastly, to understand the patterns of acceptance of Nearpod among students, an analysis was conducted using JASP software, and the results are presented below.

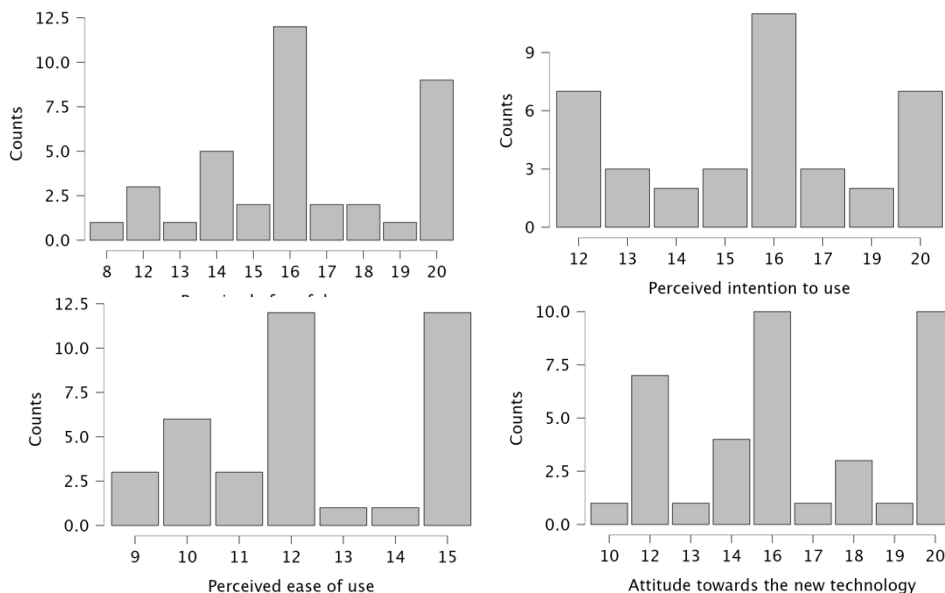


Figure 1. The students' questionnaire responses indicate the overall trend in using Nearpod for learning grammar

The students' perspectives on their experience in using Nearpod for interactive grammar class

The second finding concerns on students' perspectives in using Nearpod. Overall, students considered that Nearpod was useful for their grammar classes. Most students believed that Nearpod offered a number of advantages for students such as providing interactive and interesting class, helping to understand the grammar materials, and improving ability through games. The following excerpts have exemplified the benefits of using Nearpod.

- It is easy to understand the material using Nearpod. #student 3*
- The powerpoint looks more interesting. #student 5*
- ...we can learn to practice grammar in Nearpod. #student 9*
- The "climb up" part is very interesting to test our understanding about grammar. #student 11*
- I find it easy to follow teachers' instruction. #student 15*
- I can interact with my friends and teacher in Nearpod. #student 6*

Despite all benefits and positive perceptions towards Nearpod, some students also experienced many challenges in using Nearpod for grammar. Some students found that it is hard to adapt with instructor-paced because of the internet connectivity.

- The internet connection is laggy #student 7*
- ... teacher is already in the next slide, but we are still behind because of bad connection. #student 8*
- ...loading to Nearpod homepage takes long time, so I am late for teachers' explanation.*

Moreover, another difficulty was also found in another aspect. Some students considered that joining collaborate board is difficult to do in mobile phone. Collaborate board assigned students to identify the errors by drawing lines, dots, circles, etc. Students expressed that it will be better to use computers or laptop to open Nearpod.

It is too difficult to draw line, comma, etc #student 2

The screen of mobile phone is too small, so I feel hard to do the task of identifying errors in grammar. #student 1

My hand is just too big to draw line or dot in Nearpod task, and better to use laptop #student 4

Discussion

The research findings presented in this study focused on the perceptions and attitudes of students regarding the utility of Nearpod in English language learning. The results revealed a high perception of Nearpod's utility across various contexts, as evidenced by the average mean score of 4.07. This finding aligns with previous research emphasizing the advantages of integrating technology into language acquisition (Adriani & Asyifa, 2022; Lemeshchenko-Lagoda et al., 2020; Syathroh et al., 2021). The positive perception of Nearpod's utility for comprehending grammar material further suggests its potential to aid students' understanding and mastery of English grammar and reading ability (Hakami, 2020). Moreover, students also recognized Nearpod as advantageous for English learning, particularly in grammar, as highlighted by the studies of Pupah and Sholihah (2022) and Wang and Chia (2022). This positive perception of Nearpod's utility in enhancing specific language skills is in line with the findings of previous studies that emphasized its benefits (Ahmad, 2020). Furthermore, it indicates that Nearpod has the potential to effectively support language acquisition by helping students comprehend and master the complexities of English grammar.

Moreover, the research findings demonstrate a positive perception of Nearpod's user-friendliness and navigational simplicity, as reflected in the average mean score of 4.13. Students found Nearpod easy to use, allowing for quick skill acquisition, consistent with previous research highlighting its user-friendly features (Wang & Chia, 2022). The high level of comfort reported by students when using Nearpod for synchronous tasks further suggests that it facilitates efficient and effective learning experiences (Peng, 2021). Additionally, students found the learning by using Nearpod to be manageable, indicating that they were able to comprehend the platform's features with little difficulty (Anggoro et al., 2022).

Regarding students' intentions to use Nearpod in future learning experiences, the research findings indicate a high perception with an average mean score of 3.95. In addition, students believed that Nearpod improved their academic performance in university courses and expressed confidence in its future implementation potential (Abdullah et al., 2019; Shehata et al., 2020). This finding underscores the perceived value of Nearpod as a tool for enhancing English language learning objectives.

Furthermore, the research findings reveal students' positive attitudes toward using Nearpod in educational settings, with an average mean score of 4.03. Nearpod was perceived to positively impact classroom activities and learning outcomes, promoting active learning and student engagement (Hakami, 2020; Putra et al., 2021). Students also acknowledged Nearpod's positive influence on their grammar class, as it proved effective for teaching basic English grammar, as found in Ahmad's (2020) study. Overall, Nearpod was perceived as advantageous

for English learning, user-friendly, and beneficial to students' language learning experiences. These findings support the notion that Nearpod can improve language acquisition, task effectiveness, and comprehension of grammar content (Hakami, 2020; Wang & Chia, 2022).

Responding to the interview results, it is believed that the use of Nearpod in grammar class is extremely beneficial for students because of several reasons. First, Nearpod provides interactive and interesting class for students. This is relevant with Ryan's (2017) study which states that the use of Nearpod can enhance students' interactions in the class, both with teacher and students. In a similar vein, Burton (2019) also asserts that Nearpod can create interactive class which later can improve engagement and motivation to learn the language as well as increasing their language ability. On the other hand, students are concerned about their inconvenience in using Nearpod as online tool for grammar learning. The most common challenge is due to the internet connection to reload the page. This challenge is in line with a study of Wang and Chia (2022), stating that the low speed of online content loading is a noticeable challenge that may impeding students to learn.

Then the findings of this study have several research implications. Firstly, educators and instructional designers can consider incorporating Nearpod as a valuable resource in language courses, given its perceived usefulness, user-friendliness, and positive attitudes toward integration. In addition, Nearpod's benefits in enhancing specific language skills, task effectiveness, and comprehension of grammar material make it a promising tool for supporting language acquisition (Ahmad, 2020; Lestari & Sihombing, 2022; Pupah & Sholihah, 2022). Therefore, the practical implications of this study suggest that educators should explore the integration of Nearpod into their teaching practices to optimize its potential for improving learning outcomes.

Additionally, the positive perceptions of Nearpod's user-friendliness and ease of use highlight the importance of providing educators with adequate training and professional development opportunities. By equipping instructors with the necessary skills and knowledge, they can effectively integrate Nearpod into their teaching practices and optimize its potential for improving learning outcomes (Rios-Zaruma et al., 2019; Xian, 2021). Therefore, investing in training and professional development for educators becomes imperative to ensure the successful implementation of Nearpod in language courses.

Moreover, the positive attitudes toward Nearpod's impact on classroom activities, active learning, and engagement suggest that technology-enhanced tools like Nearpod can foster student participation and motivation. Educators can leverage Nearpod's interactive features to create engaging learning experiences that encourage students to participate actively and collaborate in the language learning process (Putra et al., 2021; Xian, 2021). By utilizing Nearpod to promote student engagement and active learning, educators can create a more dynamic and interactive learning environment.

However, it is essential to know the limitations of this study. The specific sample size and population used, which are only 37 students in this research, may limit the generality of the findings to a more general setting. Future studies should include larger and more diverse samples to obtain a more representative understanding of the perceptions and attitudes toward Nearpod in English language learning. Boddy (2016) believed that qualitative research adopting a positivist orientation necessitates larger sample sizes than in-depth qualitative research. This is necessary to achieve a comprehensive and representative understanding of the entire population being studied.

Other variables, including individual learning preferences, technological competence, and pedagogical approaches, might influence students' perceptions and attitudes toward Nearpod but should have been explicitly examined in this study. Exploring these variables in future research would provide a more comprehensive understanding of the factors contributing to the effectiveness of Nearpod in online English language learning (Kerzič et al., 2019).

In conclusion, this study has demonstrated students' highly positive perceptions and attitudes toward Nearpod in the context of English language learning. The findings highlight Nearpod's potential as a valuable resource for enhancing language acquisition, task effectiveness, and comprehension of grammar material. The practical implications suggest that educators should consider integrating Nearpod into their teaching practices, invest in training and professional development, foster student engagement and active learning, and continue researching to unlock the full potential of Nearpod in language education. While acknowledging the limitations of this study, future research should address these limitations and further explore the factors influencing the implementation and sustained use of Nearpod in language learning contexts.

CONCLUSION

In conclusion, this study explored students' perceptions and attitudes toward the usefulness of Nearpod for English language learning. The findings revealed that Nearpod has the potential to enhance language acquisition, task efficiency, and comprehension of grammar material. Students recognized the advantages of Nearpod for English learning, particularly in improving specific language skills like grammar and reading comprehension. They also found Nearpod user-friendly and easy to navigate. Furthermore, students expressed positive intentions to use Nearpod in future learning experiences, indicating their confidence in its ability to support English language learning objectives. The study also highlighted students' positive attitudes towards Nearpod, acknowledging its positive impact on classroom activities, active learning, and student engagement. Overall, the findings suggest that Nearpod can foster student participation and motivation, creating an interactive and dynamic learning environment.

The practical implications of this study suggest that instructors and instructional designers should consider integrating Nearpod as a valuable resource in language courses. Educators can maximize their students' learning outcomes by utilizing its benefits for enhancing specific language skills and task performance. Educators must have access to training and professional development opportunities for Nearpod to be effectively integrated and utilized in the classroom. To overcome the study's limitations and to comprehend the factors more deeply influencing the implementation and sustained use of Nearpod in language learning contexts, additional research is required. Future studies should aim to use larger and more varied samples, employ objective measures, and consider contextual factors and other variables that may influence the perceptions and attitudes of students regarding Nearpod. This would contribute to the ongoing development of technology-enhanced language-learning tools and provide a more comprehensive comprehension of Nearpod's effectiveness.

In conclusion, this research's findings support the notion that Nearpod is a promising tool for English language study. By recognizing its potential, educators can improve language acquisition, task performance, and grammar comprehension. The practical implications and

prospective research suggestions outlined in this study can assist educators and researchers in maximizing Nearpod's benefits in language learning.

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THE ENGLISH LITERACY PRACTICE, WORLD KNOWLEDGE PROFICIENCY, AND TEXT SKIMMING OF TENTH GRADES

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Abstract: Literacy is vital in understanding pupils' knowledge of learning content. However, learners have encountered several learning challenges, including vocabulary mastering and reading comprehension. The purpose of this study was to see if there was a link between students' literacy practice, world knowledge proficiency, and text skimming in senior high school. This study's data was analyzed using quantitative methodologies and a correlation design. There were 141 tenth grade students from SMAN 4 Kota Kediri who took part. They completed the vocabulary and reading comprehension tests by multiple-choice questions and items for the reading habits questionnaire. The researcher utilized Pearson Product Moment Coefficient and using SPSS ver 26.0 for Windows to assess the correlation. Following data analysis, it was discovered that all variables have a significant (sig.) value of 0.00. while coefficient The correlation between reading literacy and vocabulary mastery was 0.504, whereas the correlation between reading literacy and text skimming was 0.257 and the correlation between vocabulary mastery and text skimming was 0.441. Based on the above results, there was a substantial connection between all variables, therefore H_0 is rejected but H_a should be approved. When pupils have a high degree of reading literacy, it can be argued that they have a greater skill in vocabulary mastery and text skimming. The higher the degree of students' reading literacy and vocabulary knowledge, the better the students' reading comprehension ability.

Keywords: *English, Literacy Practice, Tenth Grades, Text Skimming, World Knowledge Proficiency*

INTRODUCTION

Technology has become increasingly advanced over time, considerably influencing the nation's progress today. We must be able to generate a generation of quality graduates, just like we do in education. This is one of the criticisms that must be addressed because technology advancements not only lessen the positive influence but also the bad impact on the generation, including concerns about the poor interest in reading among today's young people (Hidayat, 2022).

Generation Z is the current generation; they are a generation that was born, grew up, and interacted with technology breakthroughs. Aside from that, parental parenting styles are inextricably linked to technology and the internet. Technology and the internet are unavoidable (Gruzd, 2012). The impact of the pandemic, which necessitates online learning, is more beneficial for Generation Z to be able to explore abilities in the field of technology

and obtain more teaching materials than those provided by teachers, but the reality is that most generations are easily bored and demotivated, so they are more interested in other things, such as: open WhatsApp or social media and view information that has nothing to do with the material (Nasution, 2020). As a result of the survey results thus far, student interest in reading has decreased, as evidenced by aspects of feelings when reading, aspects of reading materials, and aspects of efforts made to fulfill the desire and interest in reading, such as reading habits, duration of reading, reasons for reading, places to read, and obtaining reading materials (Prabowo, 2021).

Development of literacy exercises that have previously proven ineffective. As a result, in order to develop civilization and the existence of the nation in the 5.0 era, Generation Z must engage in digital literacy (Hidayat, 2022). Because Generation Z is very interested in technology, it is vital to do research by offering activities that encourage young people to think logically, enhance their creative abilities, and solve problems using technology (Hastini, 2020).

Literacy is a key aspect of classroom learning. Literacy skills are something that students must grasp in order to embrace a variety of future learning techniques. Literacy has become something that must be mastered not only by students but by all groups, as is happening in the current growth of the world of education, which is growing increasingly broad (Rastati, 2018). Learning literacy will also help people stay up with the world's increasingly rapid changes (Kayani, 2022;). Literacy is defined as the capacity to read and write using spoken language.

Literacy is a special package that starts from initial reading skills, namely spelling, to reading fluently. The next stage is reasoning which is related to the competence to think and process the information contained in the reading (Kayani, 2022; Kharizmi, 2015; Manguni, 2022). If a child is trained from an early age to improve his literacy and numeracy skills, he will have good reasoning and problem solving abilities (Kasih, 2020).

The existence of these literacy activities can make children familiar with reading and add new information. Apart from that, literacy habits can shape children's character (Nurhadi, 2010; Sudiana, 2007; Tarigan 2008). Through literacy, children not only gain knowledge but are also able to form character. For example, literacy taught through folklore has the potential to shape children's character (Ardhyantama, 2017). Through literacy, they can have a critical mindset and children can become academically intelligent.

Reading can serve as a source of inspiration and knowledge, ultimately leading to high criticality. Thus, reading materials are the key to comprehensive knowledge and freedom of expression. (Duffy, 2009). In reality, problems are currently emerging as the spearhead of education. The problem is that students' interest in reading is still found to be low. With the spirit of literacy, students can gain knowledge and apply this knowledge through reading activities (Sutrisna, 2018).

Apart from reading literacy, children in this scenario require a supportive attitude and suitable conditions, such as their surroundings or reading preferences; in order to build effective reading literacy. As a result, in order to reach particular goals in the educational process, students must enhance their reading literacy. (Ogeyik & Akyay, 2009). Therefore, reading literacy plays an important the development of student competency in the field of education. Lastly, learning outcomes can tell whether someone has strong or weak English reading literacy. This shows that students' high practice has helped them master English subjects (Foluke, 2012). Some kids struggle to read English books, articles, or paragraphs. This is due to a number of issues, one of which is a lack of vocabulary competence. The

importance of vocabulary in the development of four language abilities is widely acknowledged. As previously indicate, students' reading literacy can influence their English vocabulary and reading comprehension. (Helmanda & Meutia, 2018). Reading is one of the most effective methods for boosting vocabulary and reading performance because it allows you to examine how well students understand words and absorb text when they read extensively (Day, 2005).

Vocabulary is a necessary component of every conversation. Inadequate vocabulary knowledge can lead to misconceptions in their communication. He also has good reading skills; a language learner would have a wide vocabulary. Because kids will come across some terms they don't understand if they read a lot, mastering vocabulary will help them improve their reading skills. (Laili, 2018). Vocabulary is a crucial aspect of language competence since it impacts how well students talk, listen, read, and write. (Richards & Renandya, 2002). As a result, studying vocabulary before going on to other areas of the language is not an issue. Vocabulary mastery can assist students in completing assignments, because they have a big vocabulary they are more likely to master English vocabulary. Vocabulary is a significant issue that students confront when learning English. English is exclusively taught in schools and formal courses in Indonesia. Vocabulary is one of the obstacles that English language learners face. Reading ability is heavily reliant on vocabulary, and students' level of familiarity with words is directly tied to how well they grasp the text (Sedita, 2005).

Reading and understanding English is one of the most crucial parts of academic achievement. Reading literacy is also regarded as one of the factors influencing reading ability performance. As a result, boosting students' English reading aptitude necessitates improving their English reading literacy. Reading skills rely on text to decipher words and infer meaning rather than spoken language. (Hoover & Gough, 1990). Reading ability, in other terms, is the ability to comprehend the meaning of words when they are written.

Based on initial observations carried out by researchers at SMAN 4 Kediri for 1 month. Researchers discovered many issues based on the reason that the majority of students struggled with vocabulary and reading ability in English. Some students find it difficult to read English books or articles. This is due to a variety of factors, one of which is a lack of reading literacy and vocabulary competence. Students who do not have the literacy of reading and acquiring language will struggle to understand and retain information from reading materials. Reading in English assists students in expanding and improving their vocabulary. Reading literacy in English increases students' vocabulary knowledge and reading abilities automatically. As a result, researchers attempt to do research on these issues.

There are several studies related to literacy and vocabulary. The research aims to determine whether or if there is a substantial association between vocabulary mastery and reading comprehension in grade 11 students and how much vocabulary mastery helps them understand what they read. The results show a strong relationship between grade 11 students' ability to know their terms and their comprehension of what they read (Perdawati, 2020).

The second research aimed to determine how much students read in the second semester, how well they knew vocabulary, and how well they understood what they read. According to the findings of the study, the correlation coefficient score between how frequently students read and how well they grasp what they read is high. (Lestari, 2017).

According to the above explanation, it appears that there is still a need for in-depth exploration of how English literacy strategies have a significant relationship to world knowledge proficiency and text skimming in English. More specifically, this research will

look at whether world knowledge proficiency and text skimming in English are positively or negatively related. The context of this research is in class 10 of SMAN 4 Kediri, which according to initial observations shows that students have very diverse abilities and need to explore their vocabulary further.

METHOD

This research used Pearson Product moment correlation to find out how important a relationship is between two variables. Linear Regression is used to find out how important a relationship is between three variables (Multiple Correlation).

The sample was selected using stratified cluster sampling. The population of this research consisted of class X students at SMAN 4 Kediri. This class has eleven classes separated into two courses: a science class, and a social class. There are 393 classes X students at SMAN 4 Kota Kediri. The researchers chose class X from the science study program as the sample for this investigation. Meanwhile, to collect data from this population, researchers took 35% of the population of science class and social science class students, meaning around 141 students from four science classes as samples.

In this research, the researchers must use several tools to assist with data collection. An instrument is any piece of data collection equipment (Kaswan, 2013). Questionnaires and tests are used by researchers to obtain data. The exams will be used by the researchers to measure world knowledge and text skimming. A questionnaire to test students' reading literacy was distributed concurrently.

The researchers conducted the reading literacy questionnaire in the first stage. The researcher then assists with the vocabulary mastery exam in the second step. This exam consists of multiple-choice questions. The researcher then gives a text skimming test. It is made up of multiple-choice questions too. Based on that, the researcher uses SPSS software version 26.00 for the window to assess the correlation of all the data in this investigation to process the data.

After the data is collected, researchers analyzed it using assessment procedures and Pearson product-moment calculations using SPSS software. The Pearson Moment product is used by researchers to determine the level of correlation that exists between two variables and to ensure whether the data is normal or not. In analyzing the correlation of all data, researchers used SPSS software ver.26.00 for Windows, and researchers used the Pearson Product Moment Coefficient. The Pearson Product Moment coefficient can range from -1 to 1. If two variables have a value close to +1.00, it means that the two variables have a very positive relationship. If the correlation value is close to -1.00, it means that the variables are negatively related. Meanwhile, if the value is close to 0, it means there is little relationship between these variables.

RESULT AND DISCUSSION

Result

Data Description

The description data were described used statistic computation.

A. Literacy Practice

The results showed that literacy practice score the mean score was 61.25. The median score was 61.00 and the mode was 60. Maximum score was 86 and minimum score 31. The last was standard deviation showed 10.851. The percentage form used to rate the

students' literacy practice, most of the samples with 71 students (50.35%) have a high Level on literacy practice. 3 students (2.13%) had a very high level on literacy practice, 61 students (43.26%) have high enough level on literacy practice, and 6 students (4.26%) have low level literacy practice.

B. World Knowledge Proficiency

The results showed that world knowledge proficiency score the mean score was 82.70. The median score was 85 and the mode was 90. Maximum score was 100 and minimum score 35. The last was standard deviation showed 12.079. The percentage to rate the students' world knowledge proficiency there are four kinds of vocabulary score level, from poor to excellent. Based on 141 students as the sample of this study, there were 103 students (73.05%) have a good to Excellent Level on world knowledge proficiency, 32 students (22.70%) have Average to good level, 3 students (2.13%) have on poor to Good level and 3 students (2.13%) have poor level in world knowledge proficiency.

C. Text Skimming

The results showed that text skimming score the mean score was 71.38. The median and mode scores were also 70. Maximum score was 100 and minimum score 20. The last was standard deviation showed 13.914. The percentage form used to rate the students' text skimming. Based on the above statistics, it can be concluded that the majority of students with 50 students (35.5%) have a good to Excellent Level on text skimming. Then 72 students (51.1%) have average to good level, 14 students (9.9%) on poor to good level and also 5 students (3.5%) have poor level on text skimming.

D. Normality Test

Before calculating the data, the author examined their normalcy. The author utilized SPSS to determine whether or not the data was normal. Based on SPSS, the significant (*2-tailed*) sebesar $0,935 < 0,05$ which the value is greater than 0.05, it means that the three variables from literacy practice, world knowledge proficiency and text skimming are normally distributed.

The Correlation Test

A. The Correlation between Students' Literacy Practice and World Knowledge

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' Literacy Practice and World Knowledge.

Table1. Correlation between Students' Literacy Practice and World Knowledge

		Literacy Practice	World Knowledge
Literacy Practice	Pearson Correlation	1	.504**
	Sig. (2-tailed)		.000
	N	141	141
World Knowledge	Pearson Correlation	.504**	1
	Sig. (2-tailed)	.000	
	N	141	141

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

The correlation coefficient shown in the table above was 0.504, or ($r=0.504$), which indicates a strong association. According to the correlation coefficient in the preceding table, there is a positive association between students' Literacy Practice and World Knowledge. This indicates that the greater the Literacy Practice of students, the greater their World Knowledge.

B. The Correlation between Students' Literacy Practice and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' literacy practice and text skimming.

Table 2. Correlation between Literacy Practice and Text Skimming

Correlations

		Literacy Practice	Text Skimming
Literacy Practice	Pearson Correlation	1	.257**
	Sig. (2-tailed)		.002
	N	141	141
Text Skimming	Pearson Correlation	.257**	1
	Sig. (2-tailed)	.002	
	N	141	141

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

The correlation coefficient indicated in the table above was 0.257, or ($r=0.257$), which indicates a significant association. According to the results, the correlation coefficient in the table above demonstrates a positive association between the literacy practice and text skimming of students. This indicates that the amount of literacy practice correlates positively with text skimming.

C. The Correlation between Students' World Knowledge and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between students' World Knowledge and Text Skimming.

Table 3. Correlation between World Knowledge and Text Skimming

Correlations

		World Knowledge	Text Skimming
World Knowledge	Pearson Correlation	1	.441**
	Sig. (2-tailed)		.000
	N	141	141
Text Skimming	Pearson Correlation	.441**	1
	Sig. (2-tailed)	.000	
	N	141	141

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

The correlation coefficient shown in the table above was 0.441, or ($r=0.441$), which indicates a strong correlation. The correlation coefficient in the above table indicates a favorable relationship between world knowledge and text skimming.

D. The Correlation between Students' Literacy Practice, World Knowledge Proficiency, and Text Skimming

The results of the normality test indicated that the data are normally distributed. The author utilized the Pearson Correlation test in SPSS 26 for Windows to determine a relationship between the English literacy practice, world knowledge proficiency and text skimming.

Table 4. Correlation among the English Literacy Practice, World Knowledge Proficiency, and Text Skimming

Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F	Sig.
1	.471 ^a	.222	12.360	.222	19.718	.000

a. Predictors: (Constant), World Knowledge Proficiency, Text Skimming

The association between The English literacy practice, world knowledge proficiency and text skimming is high ($r = 0.471$), as shown in the table above. The value of the correlation coefficient between the other term and the correlation coefficient is $r = 0.471$. It concludes that the variables have a significant association simultaneously.

Discussion

1. Correlation between Students' Literacy Practice and World Knowledge

The result of correlation computation using the Pearson Product Moment technique reveals a correlation coefficient of $r = 0.445$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.445 > r - \text{table} = 0.159$ is valid (H_a). There is a correlation between students' literacy practice and their vocabulary knowledge. This is in accordance with the argument which states that someone can be said to have reading literacy if they do it often, or it can be measured by the number of books read, how often they read, and the average length of time spent reading (Chettri, 2013). Without literacy, students will have no effort to achieve their learning goals.

2. Correlation between Students' Literacy Practice and Text Skimming

The result of correlation computation using the Pearson Product Moment technique reveals a correlation coefficient of $r = 0.257$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.257 > r - \text{table} = 0.159$ is valid (H_a). It can be stated that there is a correlation between students' literacy practice and their text skimming. This is in accordance with the argument which states that reading literacy is a planned and systematic way of learning that causes students to consistently study academic topics and pass exams. Consequently, reading literacy has been proven to increase academic achievement. (Bashir, 2012). Students' reading literacy has a big influence on their academic achievement.

3. Correlation between Students' World Knowledge Proficiency and Text Skimming

The analysis of correlation using the Pearson Product Moment formula reveals that the correlation coefficient is $r = 0.441$ and the r table for 141 samples is 0.159. This indicates that the hypothesis $r = 0.257 > r - \text{table} = 0.159$ is valid (H_a). The relationship between students' world knowledge proficiency and text skimming can be concluded in accordance with argument which states that people cannot master English without having a strong vocabulary. Learning vocabulary makes it easier for people to communicate and understand written language (Faliyanti, 2015).

4. Correlation between Students' Literacy Practice, World Knowledge Proficiency, and Text Skimming

The results of correlation calculations using multiple correlation in IBM SPSS 26.00 show that the correlation coefficient is $r = 0.471$ and the sample table r is 0.159 based on these findings. This shows that the hypothesis $r = 0.471 > r - \text{table} = 0.159$ is valid (H_a). In addition, researchers observed that Sig. F Change is 0.000 0.05. These variables have a relationship the English literacy practice, world knowledge proficiency and text skimming.

CONCLUSION

By conducting this research, several important points were found related to the English literacy practice, world knowledge proficiency and text skimming, especially in grade 10, all of which have strong significance values. This means that reading literacy ability and vocabulary mastery show a high positive relationship. When grade 10 students have strong reading literacy and mastery of the language, their reading abilities will also be strong.

Because this research involves class 10 of SMAN 4 Kediri, the research results may not be directly applicable to a wider or different population, such as vocational classes or Madrasah Aliyah or others. Furthermore, this research only involves aspects of reading literacy, vocabulary level and reading ability. There are still opportunities for follow-up research to explore other variables that could be determining factors, such as reading topic, type of reading, level of text difficulty and others.

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STUDENTS' INSIGHTS: EXPLORING THE IMPACT OF KAMPUNG INGGRIS LC TIKTOK ACCOUNT ON VOCABULARY ENHANCEMENT

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Abstract: Digital platforms such as TikTok have become increasingly popular in language learning in recent years, especially for students studying English as a foreign language (EFL). With regard to the platform's influence on EFL learners' language acquisition, the study addresses Kampung Inggris LC TikTok Account's novel approach to vocabulary building. The research aimed to explore EFL students' perspectives on using the Kampung Inggris LC TikTok Account as a tool for learning English vocabulary. The study used quantitative survey to gauge users' perceptions and experiences with Kampung Inggris LC TikTok Account. Out of the 126 participants in the study, 40 were students from UIN Walisongo and 86 were from Man 2 Tegal. Data collection was gathered through a Google Form. The findings of this study suggest that Kampung Inggris LC TikTok Account can be a valuable tool for EFL students to enhance their vocabulary skills. The videos' engaging and interactive nature make them appealing to a wide range of learners.

Keywords: *Kampung Inggris LC, Social Media, Tiktok, Vocabulary Learning*

INTRODUCTION

The main Education is the act, procedure, and process of teaching as well as the process of changing an individual's or a group of individuals' attitudes and actions in an attempt to support their maturation. In the sense that a highly educated individual will grow more successfully. The concept of education goes beyond merely imparting knowledge. Education not only teaches someone to understand a science, but also how to apply that information in their daily life and behave in a way that aligns with social norms and values. Through education, people can develop personally and take use of the opportunities presented by their social and natural environments. Additionally, education is a crucial component in the growth of states and nations.

English is becoming a universal language that affects communication across borders and between local and global contexts. Its versatility goes beyond cross-border communications to become an indispensable instrument for regular dialogue and cross-cultural contacts in local communities. This adaptability highlights the transforming power of English, allowing people to move effortlessly between the local and global domains (Gunantar, 2016). These days, English is essential to a wider global society, acting not only as a medium of communication between different countries but also as a bridge between disparate societies and cultures. It is becoming more and more prevalent in its ability to promote connection and cross-cultural understanding (McKay, 2018). That might occur as a result of English's

influence as a global language, which has effectively caused a shift in the dominance of the English role worldwide.

The study of language acquisition reveals that the development of four core abilities speaking, listening, writing, and reading is closely linked to the mastering of the English language. The successful implementation of English language teaching depends not only on the pedagogical advice but also on the comprehensive development of these abilities. The path of acquiring English becomes a thorough and fruitful undertaking when these abilities are smoothly integrated, opening the door to language competence and efficient communication (Sadiku, 2015). Together with the fundamentals of speaking, listening, reading, and writing, a strong vocabulary is essential to becoming fluent in English. Listening, speaking, reading, and writing are all improved by having a large vocabulary, which also raises language competency levels (Suardi & Sakti, 2019).

In the complex process of learning or teaching any language, vocabulary is the fundamental building block that has a significant impact on other critical language abilities (Schmitt et al., 2001). Its importance is underlined, and it goes beyond even knowing proper grammar and pronunciation. The claim that "no matter how well learners master the grammar or pronunciation" emphasizes how important vocabulary is to learning a language. As a result, it is apparent that having a large and varied vocabulary is not only beneficial but actually essential for efficient communication in every situation. Vocabulary plays a crucial part in language proficiency and the capacity to express ideas and thoughts with nuance and accuracy in a variety of communication contexts. This is highlighted by the complex interactions it has with other language abilities (Nasri, 2022).

For the purpose of learning a second language (L2) effectively, a significant vocabulary must be acquired (Alderson, 2005). In addition to improving communication and comprehension, a large vocabulary also makes it easier to understand syntax and sentence structure (Alderson, 2005). Improved reading, writing, and listening abilities are just a few benefits of this competency, along with enhanced language comprehension and clearer and more precise communication. The importance of vocabulary in communication is emphasized by Rohmatillah (2014) and Barani et al. (2010), who point out that learners who lack sufficient vocabulary find it difficult to express themselves effectively, which impedes effective interaction. Therefore, expanding students' vocabulary is an essential part of learning a language (Hadi et al., 2021).

TikTok, a cutting-edge social media platform, has arisen as an inventive environment where content creators purposefully use components of the English language into their creative works. This intentional inclusion of language features opens up a new and unusual path for vocabulary education. The platform presents a fresh and interesting approach to language learning, acting as a dynamic medium that transcends conventional teaching techniques. Because of its distinctive format which consists of brief, eye-catching videos, it provides a fun and easy-to-use experience that is especially accessible to students who struggle with understanding English because of vocabulary limitations. TikTok, in short, is a platform that not only revolutionizes the social media landscape but also the educational paradigm. It is a user-friendly, entertaining platform that is tailored to the needs of students who struggle with vocabulary-related comprehension of English (Wardani, 2022).

There are three types of TikTok users: content providers, content browsers, and learner-creators. TikTok is an intuitive platform that allows users to create, edit, and share short

films. Users may also share and remark on content with other members of the TikTok community (Khlaif & Salha, 2021). According to Xu, Yan, and Zhang's (2019) research findings, TikTok has contributed to the provision of a forum for knowledge sharing and education through creative teaching modes, boosting students' enthusiasm and interests for learning through a brief video. Zaitun, Hadi, and Indriani (2021) claim that TikTok can be an interactive learning tool that increases students' self-assurance when studying English. Additional research by Pratiwi, Ufairah, and Sopiah (2021) concurred that the TikTok app has a significant impact since it is useful, offers advantages, and simplifies and enjoys learning. One may argue that TikTok offers a number of features that assist students in learning English and making good use of the app. The TikTok app is selected by this study as the appropriate medium for sharing original and imaginative educational films, in accordance with the aforementioned claim.

The emergence of social media platforms has brought about a revolution in language learning, with TikTok emerging as a prominent player in this rapidly changing field. TikTok, a platform that has gained popularity for its humorous short films, has developed into a vibrant tool for immersive language learning (Yolan et al., 2023). A new trend has emerged where language aficionados use its qualities to promote language growth. This is due to its distinctive format, which combines impact and succinctness. The combination of TikTok with language study offers up a world of opportunities, uniting learners in a linguistically diverse digital landscape as users from all over the world are drawn to this visually exciting site (Regasa & Lemmi Ettisa, 2023).

The integration of social media platforms into language learning has garnered widespread attention in recent years, with TikTok emerging as a particularly promising tool. Studies have consistently demonstrated the positive impact of TikTok on language acquisition, particularly in enhancing vocabulary skills. Jessica Ruth Melvira Simanungkalit & Katemba's (2023) study revealed that EFL students who actively engaged with TikTok content exhibited significant improvements in their vocabulary knowledge and retention. Similarly, Zaitun, Hadi, M. S., & Indriani (2021) research found that incorporating TikTok into EFL instruction led to notable gains in students' speaking abilities. These findings underscore the potential of TikTok as an effective and engaging platform for language learning. Another study conducted by Audrey and Bernard (2021) found that TikTok's varied material and useful features, like clear audio, images, subtitles, and the 'save' function, considerably improve the vocabulary acquisition of ESL students. An extensive and interesting language learning experience is enhanced by the platform's authenticity.

Despite the growing body of evidence supporting the benefits of TikTok for language learning, existing research has not specifically addressed the impact of LC Kampung Inggris TikTok Account content on enhancing English vocabulary skills. This emphasizes exploring LC Kampung Inggris TikTok Account's nuanced influence on English vocabulary, understanding its unique contributions in language learning.

One of Kampung Inggris Pare's divisions, Kampung Inggris LC, is notable for its efficient English language teaching. It is renowned for having used TikTok's popularity which has amassed a notable following of over a million to spread entertaining and educational English teaching materials. The TikTok account offers extensive grammar lessons, vocabulary development, and other language aspects through a combination of visually appealing photographs and educational videos. In addition to being engaging, the content is meant to be

communicative, demonstrating Kampung Inggris LC's dedication to using modern platforms to create immersive language learning experiences. This creative application of TikTok showcases the institution's progressive outlook on language instruction (Husna, 2020).

This study takes a unique approach by exploring how students studying English as a foreign language (EFL) see language acquisition through Kampung Inggris LC TikTok Account. It offers an inventive approach to improving English vocabulary while exploring the world of Kampung Inggris LC TikTok in a new way. By offering insights on the efficacy and acceptability of this novel yet modern method of language acquisition, the study hopes to contribute to the changing field of language education. This study aims to shed light on the new frontier of technology, social media, and language learning by examining the advantages of TikTok as a vocabulary-building tool for EFL students.

RESEARCH METHODOLOGY

This research employed a quantitative research design utilizing questionnaires to gather data and insights into EFL students' perspectives on using Kampung Inggris LC TikTok Account for learning English vocabulary. The participants consisted of university and senior high schools students with questionnaires distributed to gather their feedback.

The primary instrument employed in this study was a self-designed survey questionnaire with 11 questions. The questionnaires were distributed to the sample participants through Google Forms. The study involved 126 respondents, consisted 40 students from UIN Walisongo and 86 students from Man 2 Tegal. Furthermore, the gender distribution among the participants indicated that 38,9% were male, while 61,1% were female.

RESULT AND DISCUSSION

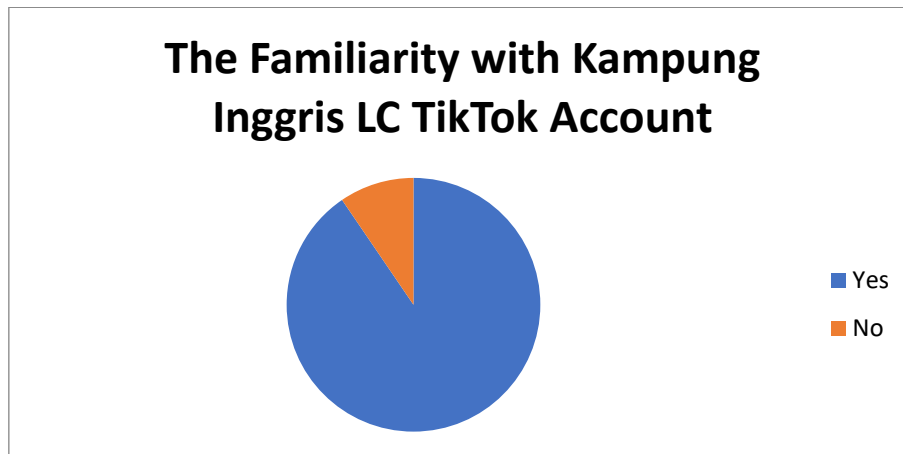
Result

The research aimed to explore University and Senior High School Students' perspectives on using the Kampung Inggris LC TikTok Account as a tool for learning English vocabulary. A total of 126 students actively participated in the study by responding to a carefully designed questionnaire tailored to assess their viewpoints on this topic. The questionnaire was crafted meticulously to evaluate students' attitudes towards the effectiveness and relevance of Kampung Inggris LC TikTok Account in the process of learning English vocabulary. Specifically, the statements within the questionnaire addressed the use of the Kampung Inggris LC TikTok Account as a platform to enhance English vocabulary acquisition. This approach facilitated a comprehensive understanding of how students perceived the integration of the Kampung Inggris LC TikTok Account into their learning experiences, providing valuable insights into its potential impact on their language learning journey.

EFL Perception on Kampung Inggris LC TikTok as a Tool for Enhancing English Vocabulary

Table 1

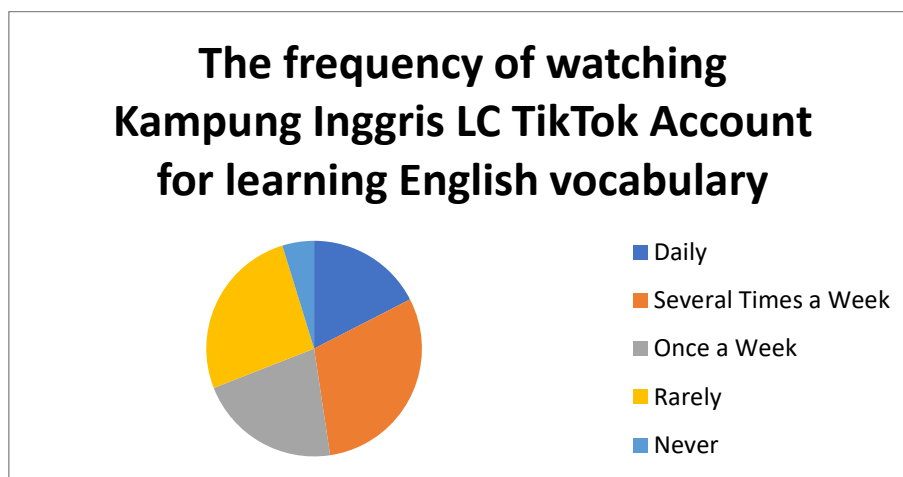
Are you familiar with Kampung Inggris LC TikTok content?



The question aimed to assess participants' awareness of Kampung Inggris LC TikTok Account content with the query: "Are you familiar with Kampung Inggris LC TikTok Account content?" Analysis of responses from 126 participants revealed a clear trend. A substantial majority, precisely 90.5%, confirmed their familiarity with the account's TikTok content, emphasizing strong awareness. Conversely, a smaller group, 9.5%, showed unfamiliarity with Kampung Inggris LC TikTok content, indicating a limited but noticeable segment yet to explore the platform. This data underscores the prevalent familiarity with Kampung Inggris LC TikTok Account content among respondents, highlighting its significance as a recognized and accessed resource within the surveyed demographic.

Table 2

How often do you watch Kampung Inggris LC TikTok Account content for learning English vocabulary?

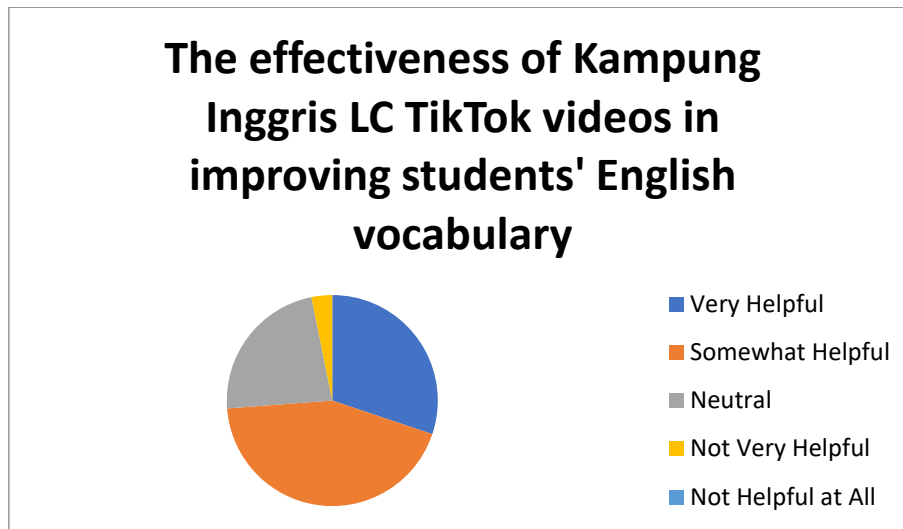


The question aimed to dissect the frequency of utilization of Kampung Inggris LC TikTok Account concerning English vocabulary learning, posing the question, "How often do you use Kampung Inggris LC TikTok for learning English vocabulary?" In the survey encompassing 126 participants, a diverse spectrum of usage frequencies unfolded: 22 individuals reported daily engagement, 38 used the platform several times a week, 27 utilized it once a week, while 33 employed it sparingly, and 6 affirmed never employing it for this purpose. This data highlights a broad spectrum of engagement levels, unveiling distinctive

utilization habits among users. Notably, a significant proportion—17.5% engaging daily and 30.2% multiple times a week—actively incorporates the platform into their routines for language learning.

Table 3

Do you find Kampung Inggris LC TikTok Account videos helpful for enhancing your English vocabulary?



The question aimed to investigate the perceived influence of Kampung Inggris LC TikTok Account videos on the enhancement of English vocabulary, inquiring, "Do you find Kampung Inggris LC TikTok Account videos helpful for enhancing your English vocabulary?" Within the sample of 126 participants, a substantial majority, accounting for 30.2%, acknowledged these videos as highly beneficial for augmenting their English vocabulary, while a larger segment, approximately 43.7%, considered them somewhat helpful. Furthermore, 22.9% maintained a neutral stance, while only a minor 3.2% expressed the opinion that the videos were not significantly helpful. Notably, none of the respondents deemed the videos as entirely unhelpful. This dataset underscores an overwhelmingly positive perception regarding the videos' effectiveness in aiding the improvement of English vocabulary among the surveyed individuals.

Table 4

To what extent do you agree that the use of Kampung Inggris LC TikTok Account enhances your motivation to learn English vocabulary?

The impact of Kampung Inggris LC TikTok on students' motivation to learn English vocabulary

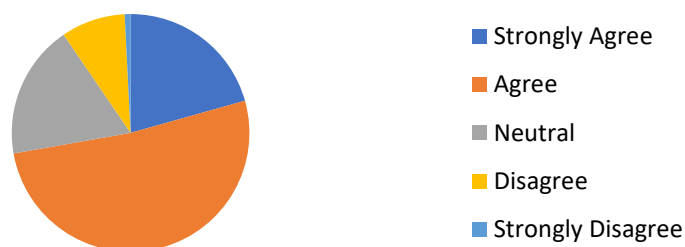


The question sought to delve into the influence of the Kampung Inggris LC TikTok Account on individuals' motivation for learning English vocabulary, framed by the question: "To what extent do you agree that the use of Kampung Inggris LC TikTok Account enhances your motivation to learn English vocabulary?" Within the cohort of 126 participants, a substantial 23.8% strongly agreed, and 43.7% expressed agreement, effectively affirming the platform's pivotal role in bolstering motivation for English vocabulary acquisition. Moreover, 27.8% maintained a neutral stance, with 4.8% expressing disagreement; notably, no participants strongly disagreed. This comprehensive dataset underscores the overwhelmingly positive viewpoint on how Kampung Inggris LC TikTok significantly shapes motivation for English vocabulary learning among surveyed individuals. These findings contribute valuable insights to the ever-evolving landscape of digital language learning platforms and their substantial impact on learner motivation, enriching our understanding of effective educational tools in the contemporary learning environment.

Table 5

Do you find learning English vocabulary using Kampung Inggris LC TikTok Account effective because students can rewatch the content anytime?

The effectiveness of learning English vocab on Kampung Inggris LC TikTok via rewatching



The question sought to assess the effectiveness of learning English vocabulary on Kampung Inggris LC TikTok Account, specifically through the feature allowing content to be

rewatched at any time. The survey, involving 126 participants, revealed a predominant positive view, with 20.6% strongly agreeing and 51.6% agreeing on the effectiveness of this rewatching capability. Moreover, 18.3% maintained a neutral stance, while a smaller percentage, 8.7%, disagreed, and only 0.8% strongly disagreed with the platform's rewatch feature. This data indicates a widely shared belief in the efficacy of rewatching content for English vocabulary acquisition through the tiktok account.

Table 6

Which playlist do you like the most to watch from LC Kampung Inggris TikTok Account for enhancing your vocabulary?

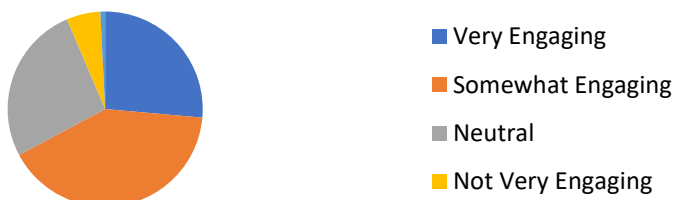


The question delved into the favored playlist for improving vocabulary on LC Kampung Inggris TikTok Account, asking participants, "Which playlist do you like the most to watch from LC Kampung Inggris TikTok for enhancing your vocabulary?" Out of 126 respondents, a substantial majority, 88 individuals, preferred the "Pronunciation" playlist, indicating a strong preference at 69.8% for this category. Meanwhile, 20 participants favored the "Sidak Member" playlist, representing 15.9% of the responses, and 18 individuals, accounting for 14.3%, chose the "Tanya Member" playlist. The data underscores a clear inclination towards the "Pronunciation" playlist as the preferred choice for improving vocabulary among the surveyed participants.

Table 7

How engaging do you find the Kampung Inggris LC TikTok Account contents for learning english vocabulary?

The students engagement on Kampung Inggris LC TikTok for learning english vocabulary

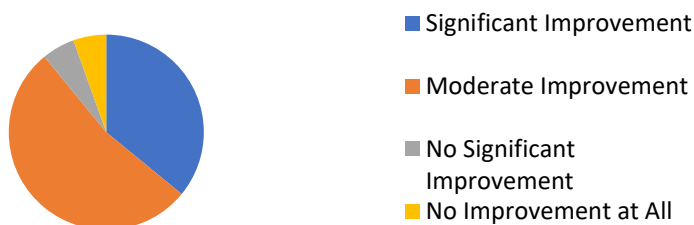


The question aimed to gauge the level of engagement experienced by participants using Kampung Inggris LC TikTok Account content for English vocabulary learning, questioning, "How engaging do you find the Kampung Inggris LC TikTok Account contents for learning English vocabulary?" Among the 126 respondents, a significant portion, 26.2%, perceived the content as "very engaging," while a larger proportion, 40.5%, found it "somewhat engaging." Additionally, 26.2% maintained a "neutral" stance, with a smaller percentage, 5.6%, describing it as "not very engaging," and a negligible 1.6% finding it "not engaging at all." This data indicates varying levels of engagement, showcasing predominantly positive or neutral perceptions regarding the content's engagement for vocabulary learning on the tiktok account.

Table 8

Have you noticed an improvement in your English vocabulary since watching Kampung Inggris LC Account contents?

The improvement in English vocabulary since watching Kampung Inggris LC contents

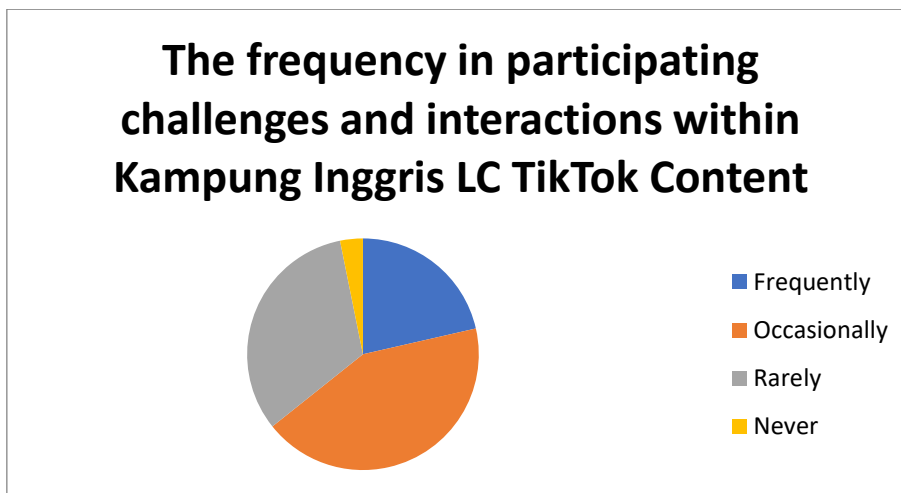


The question sought to gauge the influence of viewing Kampung Inggris LC Account content on English vocabulary development, asking participants if they noticed improvements. In the study involving 126 participants, diverse perspectives surfaced: 36.5% reported a "significant improvement," 53.9% acknowledged a "moderate improvement," while 5.6% claimed "no significant improvement," and 4% asserted "no improvement at all." This data accentuates that a majority observed a positive impact on their English vocabulary after interacting with Kampung Inggris LC Tiktok Account content, with a substantial number noting either a

significant or moderate enhancement. The findings underscore the platform's efficacy in contributing positively to participants' linguistic skills, substantiating its role as a valuable resource for English language development.

Table 9

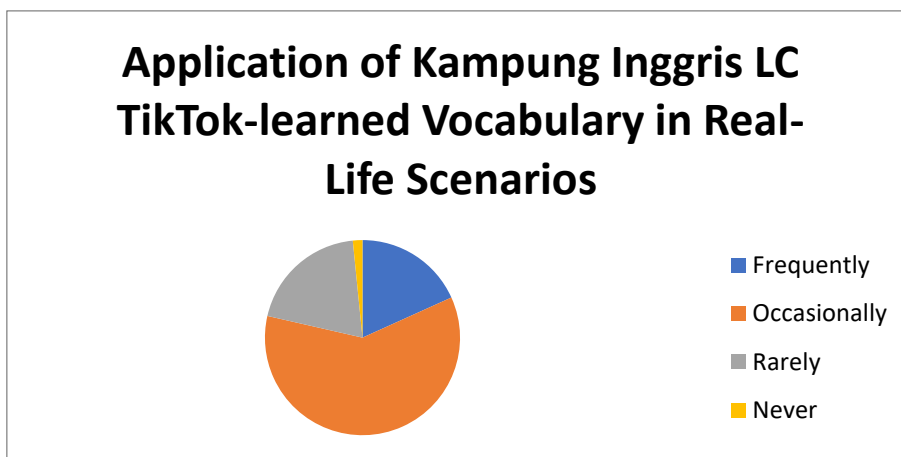
Do you actively participate in challenges or interactions presented by Kampung Inggris LC TikTok content creators?



The question examined the extent of individual participation in challenges or interactions presented by Kampung Inggris LC TikTok content creators, questioning their active engagement. Out of 126 respondents, varied engagement patterns emerged: 21.4% reported frequent participation, 42.9% engaged occasionally, 32.5% participated rarely, while a small fraction of 3.2% never took part in these activities. This data illustrates diverse levels of involvement, with substantial participation alongside occasional and infrequent engagement, while a small percentage refrains from participation entirely.

Table 10

Have you ever applied English vocabulary that you've learned from Kampung Inggris LC TikTok Account in real-life situations?



The question delved into the practical application of English vocabulary learned through Kampung Inggris LC TikTok in real-life scenarios, questioning, "Have you ever applied English vocabulary that you've learned from Kampung Inggris LC TikTok Account in real-life situations?" Among 126 respondents, diverse application patterns surfaced: 18.3% reported frequent application, 60.3% applied it occasionally, 19.8% used the vocabulary rarely, while a mere 1.6% never applied the learned vocabulary in real-life settings. This data showcases varied levels of practical usage, with a significant portion utilizing the acquired vocabulary frequently or occasionally, while a small minority refrains from applying it altogether.

Table 11

Do you believe that Kampung Inggris LC TikTok Account relaxed and enjoyable for vocabulary learning?



The question delved into participants' perceptions of the learning atmosphere by Kampung Inggris LC TikTok Account for English vocabulary acquisition. Among 126 respondents, perspectives varied: 21.4% strongly agreed, 52.4% agreed, 22.2% maintained neutrality, 3.2% disagreed, and 0.8% strongly disagreed with the platform's efficacy in creating a relaxed and enjoyable learning environment. This diversity of opinions reflects a prevalent positive or neutral outlook among participants regarding the platform's capacity to foster a comfortable and enjoyable space for learning English vocabulary. The findings underscore the significance of the platform's potential to cater to the varied preferences and experiences of EFL learners in vocabulary acquisition.

Discussion

This research investigated the effectiveness of Kampung Inggris LC TikTok Account as a tool for enhancing English vocabulary among EFL learners. The study's key findings revealed that a vast majority of participants (90.5%) were familiar with the account's content, demonstrating its widespread reach among the target population. While usage frequency varied, a significant portion (47.7%) engaged with the content daily or multiple times a week, indicating its active utilization for vocabulary learning. The videos were perceived as helpful by 73.9% of participants, with 30.2% finding them highly beneficial, suggesting significant positive impact on vocabulary development. Additionally, the account contributed

significantly to increased motivation for learning English vocabulary, with 67.5% of participants reporting positive influence.

Regarding content preferences, the "Pronunciation" playlist emerged as the most popular choice for vocabulary learning, with 69.8% favoring it. The ability to rewatch videos was also recognized as a valuable feature for enhancing vocabulary acquisition, with 51.6% perceiving it as effective. The overall content of the account was considered engaging by 66.7% of participants, highlighting its ability to capture and maintain learner interest.

The research further revealed positive impacts on vocabulary application and perceived learning atmosphere. A substantial majority (90.4%) reported observing improvements in their vocabulary after using the account. Additionally, 64.3% of participants frequently or occasionally applied the learned vocabulary in real-life situations, demonstrating the potential for practical application beyond theoretical learning. Finally, the platform was perceived as creating a relaxed and enjoyable learning environment by 73.8% of participants, emphasizing its potential to foster positive learning experiences for EFL learners.

The findings of this research suggest that Kampung Inggris LC TikTok Account holds significant potential as a tool for enhancing English vocabulary among EFL learners. The high awareness, positive perceptions, and reported improvements in vocabulary knowledge and learning motivation highlight the platform's effectiveness. The specific features, such as preferred playlists and the option to rewatch videos, further contribute to the learning process and cater to individual learner preferences. Additionally, the platform's capacity to create a relaxed and enjoyable learning atmosphere provides a valuable advantage in promoting positive learning experiences for EFL learners. This approach reduces stress and anxiety, making the learning process more enjoyable and conducive to long-term vocabulary retention.

TikTok has been widely described by Yolán et al. (2023) as a dynamic and vibrant medium that supports immersive language learning. This description is in line with the main objective of the present research, which explores the positive impacts of the Kampung Inggris LC TikTok Account on vocabulary in English. The results of this investigation are further validated by Jessica Ruth Melvira Simanungkalit & Katemba (2023). In particular, their study shows that EFL students who actively interact with TikTok content have a notable improvement in vocabulary understanding and retention, which supports the beneficial effects of TikTok-based language learning experiences.

These findings have several important implications for EFL vocabulary learning and the use of social media platforms in education. First, the study demonstrates the effectiveness of Kampung Inggris LC TikTok Account as a supplementary learning resource. This suggests that incorporating such platforms into language learning curricula could be beneficial for enhancing vocabulary acquisition and motivation among EFL learners. Second, the research highlights the importance of creating engaging and interactive content for effective vocabulary learning. This emphasizes the need for educators and content creators to develop materials that cater to the specific needs and preferences of EFL learners. Finally, the study underscores the potential of social media platforms to provide a relaxed and enjoyable learning environment. This suggests that educators should explore the possibilities of integrating such platforms into their teaching practices to enhance the learning experience for their students.

While the study provides valuable insights into the effectiveness of Kampung Inggris LC TikTok Account, it has certain limitations. First, the sample size of 126 participants may not be representative of the entire population of EFL learners. Second, the study relied primarily on self-reported data, which may be subject to bias and recall errors. Third, The study evaluated the overall effectiveness of the LC Kampung Inggris TikTok Account but did not explore the specific impact of content playlists like "Pronunciation," "Tanya Member," or "Sidak Member."

CONCLUSION

Based on the previously provided information, most students agreed that Kampung Inggris LC TikTok Account is a good learning resource for English learning. Kampung Inggris LC TikTok Account is a valuable TikTok account for enhancing English vocabulary among EFL learners. Participants reported significant improvements in vocabulary knowledge and learning motivation. The account's engaging content, diverse playlists, and rewatch feature help it to be more effective at facilitating vocabulary acquisition. The use of different playlists caters to different learning preferences, and The option to rewatch videos from the account anytime supports vocabulary learning by offering flexible access, optimal study times, and facilitating independent learning. Additionally, the relaxed and enjoyable learning atmosphere further facilitates vocabulary acquisition.

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UNRAVELING IMPLICATURE IN RACIAL HUMOR STAND-UP COMEDY ON YOUTUBE

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Abstract: Humor is a form of communication with the intention to implicitly express meaning by exposing a sense of comedy. The primary focus of this thesis is to investigate implicatures in stand-up comedy, which are then categorized according to the type of humor and to observe how stereotype racial issue depicted through implicatures in stand-up comedy. This thesis examines the implicatures found in stand-up comedy with the underlying topic of racial humor on YouTube. This thesis is a qualitative research using documentation techniques and data cards as a research instrument. It utilizes Yule's implicature theory and David Hector Monro's Theories of Humor. This thesis is limited to only 4 comedians with different backgrounds; Maz Jobrani, Hasan Minhaj, Jimmy O. Yang, and Gabriel Iglesias. The study found three categories of humor: superiority, incongruity and release. Incongruity is a major finding because it aligns with the characteristics of stand-up comedy which is to express genuinely miserable concepts while combining them with humor. This thesis discovered that the comedian's punchline indicated the existence of stereotypes regarding specific racial groups. The racial stereotype humor found is dominated by the Middle East, such as Iran, Arabia, and Indian. In addition, another finding in this thesis is the construction of Chinese identity. It can be inferred from the findings that humor belongs for particular occasions. People can use humor to express implicit meaning and to define their identity.

Keywords: *Implicature, Pragmatics, Racial humor, Racial stereotypes, Stand-up comedy*

INTRODUCTION

Stand-up comedy is an example of entertainment that is very popular with many people these days because it raises some humorous themes that are fresh, critical and relevant to everyday life. Stand-up comedy has several interesting themes to discuss, one of them is racism. Comedians frequently address the issue of racism in their performances by talking about racial stereotypes, which typically reach on the habits, behavior, and speech characteristics associated with a specific race. The discrimination that the comedian experiences and describes to audiences who might have gone through similar things is another phenomenon. Another topic of discussion about racism in stand-up comedy is race identity. Comedians who identify as multiracial illustrate to the audience whether or not they belong in that group.

In fact, humor is the most fundamental element of stand-up comedy. It is an effective medium for critique as well as an element of entertainment, enabling comedians to address tricky and difficult subjects like social problems, personal experiences, and cultural studies in

a humorous yet powerful way. One aspect of communication that definitely encourages laughter is humor. Humor can be discovered on television shows, social media, and even in direct communication. Sometimes, humor is expressed directly and making it simple to understand. To create a new impression and occasionally surprise the audience, some comedians choose to implicitly reveal punchlines to the audience. Humor's function in society can be viewed as sociological phenomena. By using certain techniques, humor aims to remove guilt, build relationships, and develop good affection in human interactions (Chen & Soo, 2018).

Stand-up comedy performances have determined themselves as one of the essential elements of an enjoyable experience. In stand-up comedy, the material of the dialogue is assumed to be in a situation that allows for their reaction, involvement, and collaboration. However, many academics dismissed stand-up comedy as essentially light entertainment without considering the theatrical aspects of its performance. (Adekunle, 2023) The spoken material that appears when the stand-up comedian conveys can be viewed as an ensemble of smaller written material units, some of that are clearly corresponding to traditional folkloric genres like legends, riddles, tall tales, jokes, speeches, spirits, dozen, memorates, blazons populaires, etc. Additionally, it might take the shape of arguments and rhetoric.(Adekunle, 2023)

One of the mediums used by comedian to do the stand-up comedy is through the YouTube platform. The writer uses the YouTube platform as a place for collecting the required data for examining this thesis. According to Technopedia.com, YouTube is a platform for uploading and sharing videos with all users who have accounts and access to the platform. Since YouTube is the largest repository for video material, its importance, growth, and amounts of data are comparable to Google, the largest search engine in the world, and it has effectively controlled the internet video industry (Vytiaz, 2018). Therefore, a lot of comedians today use YouTube as a platform for doing stand-up comedy in order to promoting their talent. One of the stand-up comedy genres that can be performed is racial humor. According to Takovski (2023), ethnic humor will emphasize identity characteristics like bloodlines, history, language, and customs and use them as source material for jokes. Ethnic humor causes one culture appear dominant by criticizing or mocking specific characteristics of other cultures, such as their dialects and practices (Takovski, 2018). Racial comedy is a discourse that has a long history of contributing significantly to the development and ensuring of racialized attitudes, structures, and ideologies. This type of humor was created in the early 1800s by white performers who regularly imitated, mocked, and depicted Black people as foolish, buffoonish, inarticulate, and naive while painting their faces black (Perez, 2022).

According to the background of the research that the writer has provided, the writer believes that comedians express their humorous material using several kinds of implications. The implicature need to be constructed in a specific way in order to convey a comic message because it has a hidden meaning. Therefore, this study aims to find out the kinds of humor and the racial stereotypes through the implicature meaning. This study is interested to be conducted because it can be discovered the implicatures offered in stand-up comedy in racial humor terms, and view the constructions of the comedy that can develop the humor's points from the implicatures transmitted by the comedians. Since it is still limited studies that are conducted in racial humor, the writer of this thesis chose it as a topic in order to explore on the implicature terms.

In exploring more deeply about the topic, implicature in racial humor, it is important for researchers to look at previous research. After reviewing the prior research, researcher discovered other studies that were related to this one. First, the research by Taghreed Abdulasalam and Istqlal Hassan Ja'afar in 2021 entitled "Pragmatic Analysis of Racial Humor in Online Discourse" that investigated about how racial humor is triggered in racial jokes posted online. The study examines 312 racist jokes that were gathered from eight different Twitter racial joke accounts. Three different categories of racial jokes were identified after a comprehensive review of the information and a structured categorization procedure. These are blended triggers, triggers based on incongruity, and triggers based on superiority. These three distinct categories were discovered to accomplish the dual purposes of addressing racial stereotypes and reinforcing them (Abdulasalam & Ja'afar, 2021).

Second, the study by Arshed Sadoun Atei and Qasim Obayes Al-Azzawi in 2021 entitled "Racial Jokes on Twitter: A Pragmatic Study" investigated various racial comedy elements in "computer mediated communication" as well as the connections between racial humor and a variety of practical approaches. In this study, two hypotheses are proven. First, three categories of racial jokes may be identified: incongruity resolution-based triggers, superiority-based triggers, and blended triggers. Second, incongruity-based triggers are the focus of the majority of racial jokes (Arshed Sadoun Atei, 2022). Third, the study entitled "Vine Racial Comedy as Anti-Hegemonic Humor: Linguistic Performance and Generic Innovation" by Kendra Calhoun in 2019 that explores the anti-hegemonic racial humor in Viner King Bach's videos for its semiotic elements and socio-political critique. The analysis that follows shows that African American stand-up comedians and existing multimodal genres of online discourse have significantly influenced Vine racial comedy. However, King Bach's adaptation of these features to the specific opportunities of the Vine platform defines Vine racial comedy outside of the limitations of the types of comedy it draws on. By extending the semiotic possibilities available for achieving the socio-political and linguistic objectives that define a genre, investigation of this digitally controlled multimodal discourse shows that, while not predictable, the medium through which discourse develops may profoundly impact how a discourse genre is technically understood. (Calhoun, 2019)

Forth, the study entitled "Implicatures in stand-up comedy by Kevin Hart on YouTube videos" by Faris Siraj Nabawi in 2021 that identified flouts of maxims and how the implicatures are used based on the cooperative principal theory of Grice (1975). The findings of this study show that Kevin Hart frequently violates the maxims of quantity in line with his origins as an American and member of the black ethnicity. Americans have a tendency to say things in an obnoxious manner and to criticize things bluntly and without using language filters. In accordance with his background as an gv54, American and member of the black ethnicity (Nabawi, 2021). From the fourth previous studies provided above, the writer finds the gap and decided to analyzing implicature based on kinds of racial humor in stand-up comedy on YouTube.

The research questions for the research are what are the kinds of humor found in stand-up comedy videos on comedian Official YouTube Channel, what are the implicature meanings behind the utterances in comedian Official YouTube Channel, and How does implicatures in stand-up comedy portray racial issue and stereotype in comedian Official YouTube Channel?

RESEARCH METHODOLOGY

The method used in this research is qualitative method. According to Creswell (2018), qualitative approaches use text and visual data, employ distinctive data analysis procedures, and draw ideas from a variety of designs. Therefore, this thesis uses qualitative methods because the corpus is in the form of narrative text based on the utterances shown in the videos itself and the transcription provided in the videos by giving a deep explanation about the implicature that happens in the videos. In this research, the data collection technique is documentation so, the instrument of the research is data card. The writer takes some notes about the racial humor shown in the video, make a list about which implicature containing racial humor and write down in the data card. The writer watches several videos by herself to gain the data that contains the implicature on the dialog in the videos using Yule's implicature theory.

This research employs 15 videos of stand-up comedy on YouTube as the data source with 4 comedians with different background culture. There are Maz Jobrani, Hasan Minhaj, Gabriel Iglesias, and Jimmy O. Yang. This research uses data from the comedian spoken utterance while synchronizing it with the transcription provided in the videos. After collecting the data, the writer analyzed the data that had been collected by watching several stand-up comedy videos on YouTube in deep understanding. The writer categorizing the racial humor into kinds of humor based on Monro's theories of humor (1963), then analyzing the implicature behind racial humor using Yule's implicature theory (1996). Last, exploring how racial stereotypes can contributes to understanding the implicature.

RESULT AND DISCUSSION

Superiority

In this research, superiority is a type of humor that is used to explain which kinds of humor that has superiority characteristics in it. What signifies by superior in this context is how a person laughs because they feel more powerful and perceive others as weak (Monro, 1963). It was further clarified that in humor, superiority is meant to imply feeling more dominant and in beyond of power so that they can attack aother groups who are weaker due to their stupidity or incapacity. Therefore, that groups in power can claim it superiority (Attardo, 2017). Based on the research, there are several data found as superiority such as:

Datum 1

“take the beard, you go on an airplane, wait till they're about to start, you're Egyptian, get on the back of the plane, get the beard go and get a thick accent, going when they get about to start” (1.a)

The first data was taken from the Maz Jobrani's official YouTube channel in his video entitled Racial Profiling: White vs Muslims that exist in I'm Not a Terrorist but I've Played One on TV section. Racial profiling is an action taken as a result of discrimination on the basis of race and is classified as a racial issue. Racial profiling is a crime that occurs when a person's race is used to justify arbitrary law enforcement activities like stops, identity checks, questions, or investigations. Police use the term "racial profiling" to describe making generalizations based on race, ethnicity, religion, or national origin rather than on individual behave, comprehensive descriptions of participants, or intellect (Amelia, 2022).

In the video, Maz tells the audience how he tries to profile himself. He recounted his experience when he was on a plane as it was about to take off. In that short time, Maz found a white woman around the age of 25 running from the back of the plane towards the plane door which was still being opened by the flight attendant. The woman screamed in fear, saying that she had to get out of this plane and could not continue her flight. The response from the flight attendant was initially confused so the pilot also intervened to solve the problem. In the end, the white woman was allowed to leave the plane peacefully. Next, Maz tries to construct his experience if the white woman is a man with a thick Persian accent and have a beard, running towards the plane door approaching the captain and flight attendant, then what will happen is,

“...Obama will give a speech”. (1.a)

After Maz told the audience about how he profiled himself, at the end of the stand-up comedy session, he gave 1 sentence called a punchline. In datum 1, the punchline “take the beard, you go on an airplane, wait till they’re about to start, you’re Egyptian, get on the back of the plane, get the beard go and get a thick accent going when they get about to start” is included in the Superiority type. Humor is used to illustrate one's dominance, superiority, or power over others. An obvious way to show one's "superiority" or claim to the superiority of one's reference group is to make fun of other groups' foolishness, flaws, or weaknesses in order to strengthen one's ego (Friedman & Friedman, 2019). The audience laughed when the sentence uttered by Maz, where in this context because of their sense of superiority towards the jokes delivered by Maz which were related to the characteristics of Middle Eastern people.

Maz mentions the funny part right after he twists the facts and tells if what white women do is done by Middle Eastern men with beards and strong accents imitating her. In the video, the punchline mentioned by Maz has a deeper meaning which in linguistics is called an implicature. Actually, the audience was already laughing when Maz tried to explain the physical characteristics of the middle easterner, as stated in data description, “take the beard, you go on an airplane, wait till they’re about to start, you’re Egyptian, get on the back of the plane, get the beard go and get a thick accent going when they get about to start.”

An explanation of the characteristics of Middle Eastern people associated with the incident on the plane gives the audience an understanding of the existence of certain racial stereotypes, which in this case has been mentioned by Maz, an Egyptian. The sentence "Obama will give a speech" does not necessarily only mean that the president will deliver a speech, but another meaning of this punchline is that something big will happen. What is meant by something big about to happen refers to the 9/11 incident, where the incident involved an entity in Middle Eastern society, namely Al-Qaeda. In the aftermath of 9/11, where images of Muslims are those of terrorists and threats, comedians address both the fear of Muslims by non-Muslims and their own fears as Muslims. The most recent minority group in the US to receive negative attention is Muslim Americans. But even before 9/11, there were Orientalist common tropes. After 9/11, they simply transformed into stereotypes of Muslims as "terrorists" who pose a threat to the country's security.

Therefore, there is implied meaning of the punchline conveyed. In this term, Maz using “Obama” instead of another U.S President because at that time the stand-up comedy attended, the president of the United States still Barack Obama. According to dw.com in their website about Barack Obama Hussein, the first African-American president of the United States, elected in 2009 for a first term of five years, and re-elected in 2012 for a second term that ended

in 2017. Another reason Maz choose the word ‘Obama’ because it refers to the leader of the state itself that has rights over its citizens if something happens and threatens the state.

The sentence "Obama will give a speech" also reinforces the existence of stereotyping against certain races. Usually, the president will deliver a speech after a major event such as what happened on 9/11. Thus, if Obama makes a speech it means bad things like 9/11 will happen. According to Sierra (2019) Stereotypes in humorous substance can also intentionally or explicitly offer sensitive issues to emerge. Her research shows how speakers create their humorous personal identities as well as their related cultural and ethnic identities through the "others" they voice, while at the same time activating and reinforcing stereotypes found in the media they mention (Sierra, 2019).

In this data, racial-specific stereotypes emerge when comedians deliver a punchline associated with a particular racial identity. The mention of certain racial physical characteristics in this video such as thick accent, using beard associated with dangerous incidents which in this case occurred on airplanes which of course lead to bad acts such as terrorism, further strengthens the existence of racial stereotypes. Between 1970 and 2019, there were 41,837 incidents in the Middle East, making up 24.9% of all terrorist attacks worldwide. Though terrorist attacks have decreased since 2014, when they peaked, they are still a major global source of fatalities and injuries, especially in the Middle East, where 24.9% of all attacks in history have occurred (Saleh, Al Mulhim, & Ciottone, 2022).

The relation between these physical characteristics and acts of terrorism is because news circulating about terrorism always comes from eastern countries. Stereotypes about particular races arise as a result of how those races' physical characteristics are portrayed and then linked to terrorist acts and other dangerous behaviors. This is how identity is constructed. Therefore, when white people see incidents that occur on planes caused by Middle Eastern people, as Maz mentioned, it will have an impact on the threat to some group of races.

Datum 2

“that dude was ISIS??” (2.a)

In the second data, the writer retrieved from the Maz Jobrani’s official YouTube channel in his video entitled "When Indians are mistaken for ISIS" in I'm Not a Terrorist but I've Played One on TV section. According to theatlantic.com, The ideology of the Islamic State, also referred to as the Islamic State of Iraq and al-Sham (ISIS), is a unique interpretation of Islam whose beliefs on the Day of Judgment and the way of Islam influence its tactics and may assist the West in understanding its rival and portraying its actions (WHAT ISIS REALLY WANTS, 2015).

In the video, Maz told that her son, who is half Indian, half Iranian, has a half black, half white neighbor who at that time, his neighbor's cousin from Wisconsin came to visit. Wisconsin is one of the East North Central states located in the north central region of the United States mainland. It started when they were washing their hands together, this Iranian-Indian boy was wearing a turban which suddenly surprised this boy from Wisconsin, and he said,

“that dude was ISIS??” (2.a)

Maz tries to deny it by saying “no, he's not. He's Indian he's an Indian Sikh there were turbans.” But the boy getting confused and keep asking Maz whether he is ISIS or not and at the end, Maz tries to educated the boy by explaining that his wife is Indian but it makes the boy asking again whether his wife ISIS or not.

As in datum 2, the sentence “that dude was ISIS???” is the punchline. The Wisconsin boy questioned that because Maz's son had a turban on his head, an iconic characteristic among certain racial outfits. According to Britannica, Turbans, also known in Arabic as ‘imāmah and in Persian *dulbānd*, are headdresses made up of a smaller, that underlie hat or a long scarf that is wrapped around the head. The turban is a common Eastern-style head covering worn by Muslim men in the Old World, although it was no longer required of them after the early 1800s. Several American Indian tribes, who had created the head covering on their own, also put on turbans.

According to the explanation above, this punchline refers to superiority types of humor because the significance of the audience laughing when the punchline is made by Maz and the essence of the punchline is a sense of superiority when the comedian mentions the word ISIS and was previously associated with the mention of Turban. There is a stereotype that occurs between the outfit accessories that characterizes Middle Eastern people with the ISIS organization based in the Middle East, as the name implies, Iraq and Syam/Syria. There is connectivity that indirectly makes the name Middle East always associated with the organization because of their movement. Wilsoncenter.org stated that, about 30% of Syria and 40% of Iraq were under ISIS control. Ninety-five percent of its territory had been lost by December 2017, involving its two largest properties, the officially recognized capital of Raqqa in northern Syria and the city with the second-largest population in Iraq, Mosul.

The sentence “that dude was ISIS???” has hidden meaning which means implicature. That dude refers to Maz’s son whose wearing Turban shortly after he saw him wearing a Turban. the use of the word ISIS accompanied by that dude which means a boy wearing a turban shows that this sentence has a double meaning. Firstly, the turban is a hallmark of Middle Eastern clothing which later became associated with ISIS because this organization was founded in Middle Eastern countries, namely Iraq and Syria. Secondly, the question 'that dude was ISIS' asked by the boy must be based on what he knows about the ISIS organization. Mentioned by Maz that "he's not allowed a lot of diversity" shows that he doesn't know too much diversity. Therefore, when he sees there is 1 characteristic that he relates to what he knows, he will spontaneously mention it without finding out the actual facts about it.

Identity might make sense to differentiate between social and individual identities, characterizing group identities as collective and external, such as those provided based on character or looks, and personal identities as unique and "intuited" or experienced (Taylor, 2015). From the previous explanation, it can be concluded that there is one characteristic of a particular culture that makes that culture different from the others. The use of turbans, as one of the characteristics of Middle Eastern clothing, is a labelling of a certain race. Thus, there is a racial identity formed which is then associated with an organization based in the Middle East, namely ISIS.

Datum 3

“Sir, you middle-eastern? oh I'm Guatemalan, son wake up what do you see?” [son starts saying “policia”] (6.a)

In this data, the writer retrieved from the Maz Jobrani's official YouTube channel in his video entitled "What's Really Going on Sweden" in this video, Maz explains his experience traveling with his family to several countries. There is 1 experience Maz told to the audience when he went to Hawaii. There he told to the audience that he and his family had just bought fruit and planned to bring it home. As soon as he arrived at the airport, there was a rule that he could not bring fruit from Hawaii. So, Maz plans to eat all of the fruit he has bought because he feels it would be a waste to throw it away. When he got on the plane, Maz felt that he had a problem with his stomach and at the same time the flight attendant passed him and asked if he was okay. However, in answering questions from flight attendants who were worried about Maz's condition, he answered in a slightly high tone and seemed angry, which made the flight attendant respond,

“Sir, you middle-eastern?” (6.a)

Maz answering it by saying “oh I'm Guatemalan, son wake up what do you see?” [son starts saying policia] The punchline given by Maz, which is the question from the flight attendant whether he is Middle Eastern people, after the flight attendant hears Maz's high-pitched voice indicates that the flight attendant often communicates with Middle Eastern people who speak in a high tone so he can ask that question. Maz, who was surprised when asked by the flight attendant, tried to divert the focus of the flight attendant by immediately answering he was a Guatemalan and trying to convince the flight attendant by waking his son and asking what he saw and the boy answered policia, which means the police are in Guatemalan.

This type of humor refers to Superiority because there is a sense of superiority and power over certain races when Maz conveys the punchline which contains stereotypes of eastern people when they speaking, it has a special tone so that people can easily tell where that person comes from. According to Quora (2018) Al Zibrikahn stated that Arabs are talkative, social, and in some cases loud-talking individuals who ensure that their message is recognized (Zibrikahn, 2018). This statement turns the opinion into a conclusive fact that Middle Eastern people speak in a slightly higher tone. In the video, indirectly, Maz makes the audience feel they have more power over their race and they express this feeling by laughing at the punchline that Maz gave.

The punchline of this video, “Sir, you middle-eastern? oh I'm Guatemalan, son wake up what do you see?” [son starts saying “policia”] contains implicature. According to Britannica, Guatemala is a Central American nation. The primary feature that sets Guatemala apart from its neighbours in Central America is its strong presence of an Indian culture within its own interior mountainous areas (Stansifer, Anderson, & Griffith, 2023). The way Maz tries to communicate with the flight attendant after he ask him about his nationality and suddenly, he said Guatemalan makes it funny, especially when he tries to waking up his son and he said policia. There is a hidden meaning why Maz chose Guatemala and his son also said policia. He tries to profile himself and he tried to cover up his identity for the sake of mutual security and comfort, especially since this incident happened on an airplane.

Maz chose Guatemalan because according to his racial origin, he is Iranian-Indian-American so that it fits Guatemala, which is strong in Indian culture. when their children speak policia, their tone of voice is made as if they are residents of Guatemala so that is their way of making the flight attendant believe that they are from Guatemala. There is a stereotype that arises from the characteristic speech style of a particular race so that it makes Maz surprised

that he has to profile himself that he is a Guatemalan, just because he doesn't want to make a fuss further if he admits that he is a middle easterner

Therefore, from this punchline, the racial issue emerges where there is labelling of the cultural differences of a particular race which creates a stereotype that if someone speaks in a high tone, they will be known as a Middle Eastern people. Choosing the city of Guatemala is also a feature in this punchline because Guatemala has a history that many Indian cultures developed there. So that in terms of choosing Guatemala and convincing the audience that the comedic message is conveyed, it is added to the mention of policia which characterizes Guatemala. Therefore, these 2 factors contributed to conveying the comedic message through the punchline delivered by the comedian.

Incongruity

In this research, incongruity is part of the racial type of humor that will be discussed. Incongruity is a type of racial humor that arises from a mismatch between what happened and what was we laughed at. Based on the research, there are several data found as incongruity such as:

Datum 4

“Indian people in the United States are the hardest working people I have ever seen”
(1.d)

In the fourth data, the writer retrieved from Gabriel Iglesias Official YouTube Channel entitled “Aloha Fluffy”. Aloha is taken from the popular greeting for the local people from the place where the video was held, Hawaii and Fluffy is a special nickname for the comedian. In this video, Gabriel shows several comedies that are still within the scope of racial comedy. One of them is how Gabriel starts his comedy by calling Indian people a hard-working race. Gabriel explained that in the United States, Indian people are rarely or almost never involved in bank theft or other crimes because it is something that is impossible to happen. Gabriel also explains that Indian people are so nice and they're so sweet because in doing that action, needs a lot of courage, the use of weapons, and an intimidating appearance that makes the criminal feared by others.

Additionally, it would be completely impossible if done by an Indian. Gabriel employs the example by illustrating there are two Indians with a very strong accents who want to rob a bank, but only one of them enters while the other waits in the car. When the Indian came into the bank and tell them to hand over the money, they have then people will laugh at them, which annoys the Indian and causes them to get out of the bank quickly out of their fear of being pursued by the police. Neither of them ultimately received no money, and he told his friends who were waiting in the car that they laughed when he pointed the gun at them. Instead, they were given a computer that the bank employee thought was he was a computer technician.

Furthermore, according to outlookindia.com stated that, the violent murder of the Sikh family is the earliest in a series of murderous acts this year that have targeted Indians living in the US for racial profiling, monetary theft, and violent crimes. All four Sikh family members, which includes an eight-month-old baby girl, who were abducted in the US state of California just recently have been discovered dead in an orchard, bringing a tragic end to the shocking story. Indians have been abused, beaten, and even killed in the US this year alone as a result of gun violence, financial fraud, or crimes with racial implications that target Indians. Four

Indian-American women were racially assaulted and slammed by a Mexican-American woman in the U.S. State of Texas in August. She yelled racist epithets at them, telling them to "go back to India" and that they were "ruining" America ("I Hate You Indian", "Go Back To Your Country", "Dirty Hindu": 5 Times Indians Faced Abuse In US, 2022).

Based on the data presented, it strengthens the statement that Indians rarely commit crimes in the US and in fact, on the contrary, they are the victims of racist crimes in America. Therefore, what Gabriel said referred to the fact that it was true that Indians ought not to commit crimes, and when he illustrated a bank robbery incident by an Indian as displaying a thick Indian accent, the audience laughed because they thought this was a criminal act that couldn't possibly happen because they had the idea that there would be a bank robbery that needed several people with tough physiques and even carrying weapons.

In this case, the audience laughs because of an incongruity between the facts that are known and the comedian's illustration. The basic concept of incongruity is that humor is mainly found through an intellectual perception of some illogical contradiction between opposing expectations and results. An incongruity is an unfamiliar or unexpected arrangement of things, ideas, or events (Mohamed & Bnini, 2020). The audience understands that that the bank robber will create a terrifying persona for himself, complete with a frightening voice and possibly even a weapon that will make people even more hysterical. This is different from Indian people, where the way they speak also shows an inconsistency with the typical characteristics of thieves in general. Thus, in this section, the kinds of humor belongs to incongruity types because the mistake made by the object of laughter is not always what makes something funny. The fact that we are confronted with is the source of humor because it causes incongruous shifts in the way we think (Mohamed & Bnini, 2020).

In this data, the punchline "Indian people in the United States are the hardest working people I have ever seen" contain implicature. The way the comedian labelled Indian people with the hardest working people is because they are not just hard workers, but there is another meaning, that they are a race that will not beg for food. Gabriel stated that "you will never see Indians with signs saying "we will work for food" in the United States." and strengthens this statement by providing an illustration of how if the bank heist was carried out by Indians, this certainly would not be possible. According to a recent survey, India is the nation that works the hardest in the world, and it doesn't hesitate to go beyond what is expected. Even if they could work fewer days per week for the same pay, 69 percent of Indians said they would still work five days per week (Gupta, 2018). This means that Indian people will use all their energy to work and earn money rather than having to steal from banks or commit other crimes just to earn money.

From this data, there is an identity construction that is formed, the stereotype of the Indian race which is a minority in the US and their strong accents in communication actually make them more often victims of violence than perpetrators of crime. Thus, construction challenges universal, ahistorical explanations of fixed or fundamental identities that focus on a limited or monadic individual. It also highlights the connections between identities, disparities, and the practice of power in modern society. Based on existing facts, Indians are considered not to commit criminal acts in western countries, especially America, thus providing an identity construction for the Indian race. This is proven by the way Indians communicate using their very distinctive and contradictory accent which of course minimizes crimes committed by Indians. Therefore, the correlation between a stereotypical Indian accent and crime is that

crimes are less likely to happen when they are carried out by someone who is less accustomed to engaging the character of a criminal who is characterized by a loud, strong voice and a frightening appearance.

Datum 5

“Asian people, we don't ever say I love you to each other” (2.c)

In the fifth data, the writer taken from Laugh Society Official YouTube Channel entitled “Asian People Don't Pay for Atmosphere” by Jimmy O. Yang. In this video, Jimmy talks about his parents who are Chinese. He said that even though he made fun of his parents, at the end he still loved his parents. Until one day his condition was bad, then he called his mother and told her that he loved her. Then what happened next was that on the other phone, Jimmy's mother cried when she heard her son express his love to her and then his mother said,

“oh, Jimmy do you have a cancer?” (2.c)

In this data the punchline “Asian people, we don't ever say I love you to each other” (2.c) is included in the incongruity type of humor because the way the audience laughs is caused by the guilt shown towards the comedian who experienced something inappropriate, the lack of love received from his parents which caused a mismatch with the existing reality. The audience knows that parents should be able to show love to their children so that it doesn't become something strange for them. When a kid isn't given the love, they deserve obviously the audience become sad but when it's conveyed as a stand-up comedy, the audience gets the impression that the joke doesn't make sense because it's accompanied by guilt but it still funny, then it's defined as incongruity.

After Jimmy stated that he loves his mother, the response Jimmy got was that his mother asked him again as if she didn't believe what Jimmy said. Here, Jimmy's mother associates it with cancer because it is a deadly disease. According to World Health Organization (2022), cancer thus becoming the most common cause of death globally almost 10 million deaths, or exactly one in six deaths in 2020 (Cancer, 2022). The reason why Jimmy's mother immediately asked if Jimmy had cancer was because she felt it was strange and usually in Asian parenting culture, suddenly saying words of affection means like the last message.

The punchline contains an implicature. There is an implied meaning in the joke that Jimmy mentioned. He started by telling the audience that Asian people rarely express love directly, for example by saying I love you which then supported by Jimmy who gave an example of his experience, at that time his mother was shocked by her son who suddenly said these words of love and speculated that his son was suffering from a serious illness. This happens because Asian parents rarely receive words that show affection, so that when the opportunity arises, it will be interpreted in other ways, even unexpected things such as death.

Regarding this issue, we can correlate with the deficiency of parental warmth that affects the children's behavioral issues. Warmth, affection, support, or even just the parents' love for their children are all examples of parental acceptance. There is a physiological need for embracing from the most important people. Therefore, children require parental acceptance, such as a sense of warmth, affection, or support (Cano-Lozano et al., 2020). Therefore, parents need to get used to giving love to their loved ones so that it doesn't become something strange to do and can produce to inappropriate speculation.

In this data, there are things that portrays stereotype of Chinese parents that comedian convey to the audience. Parents (or caregivers) who come from different cultural backgrounds have been observed in developing their identities in different ways. For parents, their identities are perpetually claimed, built, and arranged in different situations where parents essentially realize their position as parents (Han & Chen, 2019). Every parent has their own parenting style based on their background. In this data, the comedian is Chinese, so he was educated by parents with a Chinese cultural background. The unique characteristics of Chinese parents give rise to identity construction regarding the parenting style of Chinese parents.

Datum 6

“Just two brown dudes trying to make it in America” (1.b)

In the sixth data, the writer taken from Netflix is a Joke Official YouTube Channel entitled “Hasan Minhaj Dad Hates Yoghurt”. This video talks about Hasan's father in everyday life. In one part of the video, Hasan talks about his parents who married and then gave birth to Hasan in California. However, his mother had to return to India because she had to continue her medical school there. Thus, Hasan lived with his father for the first 8 years of his life. Here, Hasan mentioned “Just two brown dudes trying to make it in America” but he mentioned again,

“Minus all the unconditional love, I gotta be real.” (1.b)

The relationship between a parent and child affects many other relationships in a lifetime because the main bonds are always going down to us in our later years. Regardless with Indian parents, as they don't show their kids their love in an honest and direct manner. The warmth of mothers and fathers' self-expression and substituted appreciation developed as the subthemes. They are loved by their parents, but mothers show this love while fathers do not. In contrast to mothers, fathers in India, in particular, are not less expressive. Expressiveness is also influenced by an individual's personality and the distinctiveness of their family (Rajan et al., 2020).

Based on the explanation above, it can be seen that Indian parents, especially fathers, are mostly unable to express affection for their children. Therefore, what Hasan said, that he did not get unconditional love from his father because at that time he only lived with his father, is true. They try to survive together in America but are constrained by the love and affection that Hasan did not get from his father. In fact, affection and love are needed when children are still at a young age because it makes it easier for the bonding that is formed between children and parents.

As in datum 6, the punchline belongs to incongruity type because the audience laughed when Hasan talked about the lack of unconditional love, he received from his father who was with him at that time, which means there is a gap between what was laughed at and the actual sad situation that he did, which is not receiving the love that Hasan should have received as a child from his father. In this data, the punchline also represents stereotypes that refers to a certain ethnicity, in this case, to people from the Middle East. Hasan, who was raised in an Indian-blooded family, was not treated with enough affection when he was young. This contributed to the stereotype that Indian parents, particularly fathers, would find it difficult to show their children affection, causing the kids feel that they were not receiving unconditional love.

Datum 7

“Immigrants slap you across the face and bruise your soul. It's Guantanamo of the mind.” (2.b)

In the seventh data data, the writer taken from Netflix is a Joke Official YouTube Channel entitled Hasan Minhaj's Dad Hates Yoghurt. In this video, Hasan discusses regarding his life in America with his parents. At the beginning of the video, he states that life is challenging and occasionally we don't realize what we are doing. Young Hasan lived with his father because of the reason that his mother was studying medicine in India. The two of them once attended a wedding when Hasan was a kid and his father was around the same age as Hasan is now. Hasan said that his father warned him to be careful while he was carrying a soda drink to the altar.

Hasan, who was still a young child, ignore his father's advice and slipped over his own shoes, putting off the soda can's explosion. After the soda can exploded, Hasan's father checked the conditions around the altar and then slapped Hasan for his actions. Hasan explains that Asian parents, whom Hasan refers to as "Immigrants" will not harm their children the way white parents do, but rather,

“Americans hit their kids on the arm and bruise their body. Immigrants slap you across the face and bruise your soul. It's Guantanamo of the mind.” (2.b)

After Hasan told the audiences about his childhood experiences, at the end of the stand-up comedy session he gave 1 sentence called a punchline. In datum 8, the punchline *“Americans hit their kids on the arm and bruise their body. Immigrants slap you across the face and bruise your soul. It's Guantanamo of the mind” (2.b)* refers to incongruity type of humor because there is an inconsistency between the facts that are known and what actually happened. In this passage, Hasan compares the parenting styles of American parents and immigrant parents. Hasan claimed that while American parents hit their kids on the arms and leave bruises around their bodies, immigrant parents slap their kids in the face and bring emotional trauma on them. In the punchline, Hasan uses the word "Guantanamo" to describe his feelings and convince the audience of the emotional pain he received from his father. The Guantánamo Bay Detention Camp, also known as Gitmo, is a U.S. prison based at the Guantánamo Bay Naval Base, which is situated on the coast of Guantánamo Bay in southeast Cuba. Muslim militants and suspected terrorists taken by the US military in Afghanistan, Iraq, and other places were kept at the Guantánamo Bay prison facility (Nolen, 2023).

This punchline contains implicature which of course has a hidden meaning than just a punchline. The way Hasan stated *“Immigrants slap you across the face and bruise your soul. It's Guantanamo of the mind.” (2.b)* indicates that in addition to physical wounds, migrant parents' strict parenting styles also result in emotional wounds. There are unique difficulties for immigrant parents who are raising their children abroad. Immigrant parents that are unfamiliar with the family's tradition of origin may misunderstand and violently assess for their obviously unconventional practices by education, mental health, or child welfare services and resulting in experiences of discrimination and social stigma for both parents and children (Bornstein et al., 2020).

According to Reza (2020) in his article, young immigrant parents are often struggling to raise their kids in accordance with local cultural norms, which may differ from the parenting style they were taught in their own home. Understanding whether immigrant parents' child-

rearing methods follow what is regarded as "normative" in their new culture and society is important. Research on transnational families—those with members who reside abroad—and how this affects parenting styles has recently attracted more attention. Even though hitting or spanking children has a negative impact on their social and emotional development, parents around the world employ a variety of other disciplinary methods (Reza, 2020).

Parenting practices have an impact on numerous contextual factors, such as gender, the parents' own childhood experiences, their socioeconomic background, education, and cultural systems. Research on discipline mainly focuses on parents who use physical punishment because it is an unacceptable method of discipline. Physical punishment, such as spanking, was one of the least popular types of punishment in an ongoing investigation on different disciplinary strategies used by parents with children of various ages. Although physical punishment is typically the most uncommon type, the public may assume that some immigrant parents subject their kids to violent physical punishment. One explanation is that might mistakenly accuse parents of abusing their children because of how immigrants raise their children, which may not align with dominant culture norms. For instance, even if they are "loving and dedicated parents who follow traditional forms of child raising that may include a rule-based approach and tough physical punishment, together with high levels of intimacy and support," some immigrant parents may use harsh physical punishment (such as slapping with the hands and beating with an implement) (Reza, 2020).

As a result, it can be inferred that Hasan's target in asserting the parenting style of immigrant parents and contrasting it with that of American parents is to explain the effects of this parenting style. According to several articles, children of migrant parents are more likely to experience hitting and slapping as physical punishment; this is definitely consistent with what Hasan has gone through. It is true that immigrant parents also love their kids, but when it comes to discipline, immigrant parents leave more psychological and physical scars than American parents, who only cause physical harm.

In this data we can also see the racial issue that is built from the punchline delivered by the comedian. The subject of identity construction is likely to represent the techniques that lead some people become to be viewed as "others" that are accepted and normal, as well as the behaviors by which such representations of specific groups or categories of people are communicated, contested, and strengthened (Taylor, 2015). In this video, the identity of immigrant parents can be seen very clearly considering that this is Hasan's personal experience as a child. He constructs how immigrant parents deal with their children when they make mistakes. According to Sahithya (2019), physical punishment and parental rejection have been repeatedly related to underprivileged behavioral development in kids. It has been associated to higher levels of social anxiety disorder, depression, and anxiety. Raised rates of all problematic behavior problems in children, child violence, and bullying were connected to parenting practices which included punishing interactions like spanking and physical violence (Sahithya et al., 2019). Furthermore, society can judge that parents from immigrant backgrounds will do more physical activity and without realizing it often hurt their feelings emotionally. At the end, parenting style from immigrant parents become normal and rising a new habit of parenting.

Datum 8

"I do a show at a comedy club I'll say PG 13, whenever I announce that the Americans who've been here a long time will bring their 13-year-olds, the Middle Easterners bring their six-year-olds" (4.a)

In this eighth data, the writer taken from the Maz Jobrani's official YouTube channel in his video entitled Immigrant Rules vs American Rules that exist in I'm Not a Terrorist but I've Played One on TV section. In this video, Maz tells how America works, not only looking at the language, but also from the system that exists there because in fact there are more rules in America than in other countries. Here he compares regulations in America with regulations in Iran. One of these rules is regarding the film rating system. Maz explained that in Iran people don't really care about film ratings, but it's different in America. He shared his experience when holding a stand-up show at a comedy club. He informed that the show's rating was Parental Guide 13 or above 13 years because Maz was worried that adult language would appear.

What Americans do, they bring their children aged 13 years and over and Middle Eastern people actually bring their children aged 6 years. Seeing this, Maz asked the Persian why he had brought his 6 years old child even though he had been clearly told that this program was rated for 13 years and over and it was feared that there would be cussing that a 6 years old child should not do. hear. the answer from the Persians was,

“Moz, don't worry I cuss at him all the time that's why I bring him so you can cause at him too he is big disappointment six years old not a doctor can you believe that I'm going to send them back to Iran to a study” (4.a)

The reason the Persians brought their 6 years old child was because they didn't care about the information provided, and also because they thought this event was the right place to give a warning to their child. Despite the fact that his child was only six years old, the Persian justified taking him to a stand-up comedy event, referring to the child's disappointment at not being able to pursue a career in medicine at this age. Although the concept of age may seem overrated, Asian parents are known for placing a great deal of pressure on their kids to elevate the status of their family at any age. Indeed, this quote emphasizes even more that the only reason he is returning his child to Iran is because he has failed to live up to his parents' expectations.

In this data, the punchline falls into the incongruity category because there is a discrepancy between what is laughed at and the original incident where the audience laughed at how the Persian child was allowed to hear words that were actually inappropriate, even though it was an ironic incident. so that there is a misconception about the existing facts and the events that occurred at that time. Then, if it is related to the construction of identity that arises from the humor delivered by the comedian, of course in this case the people of the Middle East, especially Persia, have such a strong determination for their children's success that sometimes they don't. don't really care about the child's condition. They view the medical field as the gold standard for professional success. They also take this determination seriously, so if it is not met, the child may receive some cussing, which is similar to failure.

Release

In this research, release is type of humor that "releases" pressures, psychic energy, or liberates from rules, conventions, and restrictions (Attardo, 1994). According to the release theory of humor, laughing is an acceptable technique to let out tension and nervous energy, which in turn reduces tension. Many people might be afraid, uncomfortable, or find it difficult to talk about certain topics, such as assault, a lack of power, sexism, violence, and racism. These people can release their tension about these sensitive issues in a way that is acceptable in social settings

by using humor (Friedman & Friedman, 2019). Based on the research, there are several data found as release such as:

Datum 9

“I was like I think it means Spanish because that's who's taking over”. (3.a)

In this data, the writer taken from Maz Jobrani's official YouTube channel in his video entitled “Iranian Grandmothers at my Shows” that exist in I'm Not a Terrorist but I've Played One on TV section. In the video, Maz told the audience that he was doing a show in Jacksonville, Florida. When Maz finished his show, he was approached by a Persian woman who he thanked because he really enjoyed Maz's stand-up comedy performance. However, this woman expressed her complaints because at the event she brought her mother to enjoy stand-up comedy. The woman's mother had difficulty understanding Maz's joke and suggested she tell the joke in Persian. Maz answered that he couldn't do stand -up comedy in Persian because the audience was diverse and not only Persian.

The woman then told to Maz that this is America and they should know how big Persia is. Then, Maz answered again that what the woman meant was Spain because that was the country that took over Persia. Based on the explanation, this punchline categorizes into release theory of humor because when Maz delivered his joke, there was a kind of tension that emerged because the audience felt they needed further explanation regarding the meaning of the “take-over” that Maz conveyed. After the audience understands that the Persian land mentioned as a wide land has been taken over by Spain which then gives a feeling of relief to the audience. According to Monro (1963), laughter can take many different forms and relief always occurs in them as a fundamental and defining element. The delighted laugh, then, is mainly an expression of relief at the victory of a struggle.

Datum 10

“I grew up with low self-esteem because I was raised by Asian parents”. (1.c)

In this data, the writer taken from Laugh Society YouTube Channel starring Jimmy O. Yang in the video entitled “10 Minutes of Jimmy O. Yang Being Roasted By His Dad”. In the video, Jimmy said that he grew up with low self-esteem because he was raised by Asian parents. He also said that in this case of low self-esteem his mother looked worse than his father. Jimmy shared his experience while traveling with his mother, who casually was an old Asian woman. Jimmy explained that most Asian women will clearly and precisely tell us what is wrong with our appearance, especially with our faces. So that's what makes Jimmy feel like he has low self-esteem. One day he went to his mother's house and the first thing she noticed was Jimmy's appearance.

“Jimmy oh you oh yo, why is your face so fat? your clothes look homeless?” (1.c)

In this dialog, Jimmy's mother tried to confirm her son's condition, but the words used such as “homeless” seemed very demeaning to Jimmy. Homeless can be defined as a person who is not having a place to live and typically wears tattered and unpleasant clothing. The way Jimmy's mother asked about his condition by directly saying that he was fat was another factor in why Jimmy felt he had low self-esteem as a child. Even though those words were said directly because he saw his son's condition. In this data, the punchline falls into the release category because when the punchline is first mentioned, the audience is shocked by Jimmy's

admission that he grew up in a family that lacked self-confidence. However, when it was explained that he had indeed grown up in a family with an environment like that, the audience felt a sense of relief and they understood what the comedian meant. Simply laughing in disapprove is primarily a sign of relief at an enemy's weakness. It is challenging to separate the emotions of relief from those of triumph or mock in each of these situations. According to Monro (1963), The act of laughing to relieve tension suggests that the person being laughed at is foolish or powerless in some way. (Monro, 1963).

CONCLUSION

The writer concludes that superiority, incongruity, and release by David Hector Monro are used to categorize humor on YouTube and offer substantial understanding into the structure and impact in this thesis. This thesis analyzes the implicatures meaning through punchlines that are subsequently divided into 3 kinds of racial humor and analyzes at how racial stereotype is reflected through implicatures in stand-up comedy. As a result, three categories of humor have been identified in this thesis. First superiority that aims to reinforce preconceptions and encourage a feeling of superiority in a particular group—typically the racial or ethnic group that is dominant. Second, incongruity can make people think critically and encourage admitted racial stereotypes. They draw attention to the nonsense of racism and promote challenging cultural standards. Third, release that defined as a frequently way for people to deal with racial tension and awkwardness through humor. It might include self-deprecating humor or humor that publishes pent-up difficulties. The punchlines in release humor act as a form of emotional release, enabling people to convey their disappointments and obstacles associated with racial identity.

According to the three categories, incongruity is the most commonly discovered because it aligns with the characteristics of stand-up comedy which is to express genuinely miserable concepts while combining them with humor. Furthermore, other characteristics of stand-up comedy are roasting others and talking about oneself or other people. The punchlines which contain implicatures are not only classified into different kinds of humor, but also highlight the identity constructions of four comedians from diverse cultural backgrounds. Middle Eastern identities, such as Arab, Indian, and Iranian identities, are most commonly found and it also reveal some Chinese identity. In brief, humor serves a variety of functions in daily life in addition to become an instrument for delivering comedy, and comedians often have implicit messages they wish to get through to their audience. Comedians use this hidden message to both explain identity construction and share their humor with the audience. These classifications and their effects should be understood by both the writers and readers because they have a big impact on how racial humor affects our assumptions and personal identities. In the end, promoting a more multicultural and compassionate society leads to an objective examination of the racial humor we come across on websites like YouTube.

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FEMALE MASCULINITY IN *JUNGLE CRUISE* FILM (2021)

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Abstract: This research aims to find out the characterization of the main female character and how the character represents female masculinity in the film *Jungle Cruise*. Researcher analyzed the film through the masculinity theory approach by Peter Lehman and female masculinity by Judith Halberstam. Researcher used qualitative method with descriptive analysis to find findings in the research. The data used is dialogue text and photo scene footage in the *Jungle Cruise* film. In the characterization analysis, it was found that Dr. Lily has the characteristics of being smart, clever, kind, caring and ambitious. The value of masculinity in Dr. Lily is characterized by the elements of power, courage, heroism, and leadership. In line with Judith Halberstam's theory of female masculinity (1998), which says that female masculinity refers to a woman's body that displays masculine performatives which can be seen from the way she behaves and her physical appearance.

Keywords: *characterization, female masculinity, masculine characteristics, masculinity*

INTRODUCTION

Being a woman will certainly always be associated with physical and psychological. Women who are individuals as a result of the formation of a biological process have physical characteristics that are unique to them and are not owned by men. Ibrahim (2005) stated that a woman is a human being who has feminine tendencies that contain the attractiveness of beauty. Meanwhile, from a psychic point of view, Sugihastuti (2000) stated that a woman is a being who thinks, feels, and has aspirations. Women have thoughts to develop and inspire.

In contrast to women, men are emphasized as being strong, brave, macho, and having a leadership spirit, which is called masculine. According to Lehman (2001), in the traditional concept, society determines the universal characteristics of male masculinity, courage, leadership, heroism, and male expertise. According to Kimmell (2003) masculinity has various meanings that can change in relation to men, who ultimately have different definitions for each individual at different times. According to Connell (2005), masculinity can be described as a reproductive arena, which explains that the appearance of the body is not something fixed and determined biologically but through a historical process.

Margaret Mead (in Agustang et al., 2016) says that the formation of cultural products is characterized by someone who has prominent masculine and feminine traits. Men and women are expected to follow their social and cultural provisions in thinking and acting, so these differences are not due to biology but are determined by societal rules. Based on traditional gender roles, masculine always has a strong physical image, a handsome face, extra strength, courage, a leader figure, independence, and a heroic image. Meanwhile, femininity is synonymous with the characteristics of a woman who is beautiful, gentle, emotional, has a more sensitive level, is dependent, lead, and is more passive. Agustang et al.

(2016) stated that women are usually placed in feminine roles by a closed and still traditional society, which makes women unable to express themselves. Meanwhile, in an open and modern society, it is usually assumed that women have many opportunities to do whatever they want. Even a masculine role can be taken by a woman, so she does not stop at a feminine role.

Masculinity and femininity are certainly different from feminism and patriarchy. Halberstam (1998) states that masculinity and femininity include various individual characteristics, including character, physical appearance, personality, and role behavior. She stated, "It is crucial that masculinity does not belong to men, has not been produced only by men, and does not properly express male heterosexuality what we call masculinity has also been produced by masculine women, gender deviants, and often lesbians" (p. 241). Meanwhile, according to Beynon (2007), what both men and women do is embrace masculinity as they are. Therefore, there are no restrictions on these two genders having masculinity because it is legitimate for women to position themselves as men and do not have to force themselves to be feminine as assumed and demanded, such as gentleness, humility, being sweet as a princess, delicate, submissive, and the like, but can be a masculine figure such as strong, rational, able to make firm decisions, able to lead well, and smart in acting.

Female masculinity is an important proposition for the introduction and learning of masculinity without always dealing with men. Halberstam (1998) argues that female masculinity is not just a complement that is not in accordance with the dominant gender configuration; but masculinity can be misunderstood unless female masculinity is taken into account. The important role played by women in the realm of masculinity is not recognized by the emergence of contemporary masculine formations. Empowering models of female masculinity have been ignored or misunderstood due to cultural intolerance of the gender ambiguity represented by masculine women. Furthermore, she stated that "both males and females can produce heroic masculinity in their bodies" (p. 2). This means that masculinity is not only owned by men; because in women can also have masculine traits. Having masculine traits is the right of both men and women, because masculinity, which is often referred to as a part that is very attached to men, can actually be carried out by women.

It can be said that the phenomenon of the female body carrying out performative masculinity is the existence of female masculinity. It is important to realize that a woman is free to act, behave, and look to express her inner masculinity. Usually, a masculine woman is only a woman who wants to live assertively, be independent, and of course, have a strong personality. A woman can position herself to do something that is considered masculine, as in the film analyzed in this study.

In writing this research, the researcher included several literature reviews as knowledge and understanding of the research in question. The first previous research is *Jungle Cruise* film entitled *Directive Illocutionary Act: The Command Occurs in The Characters of Jungle Cruise Movie* by Ni Luh Nanda Putri, Putu Devi Maharani, Ni Made Verayanti Utami (2022) to analyze the meaning of the characters' utterances. Disney *Brave* film entitled *Female Masculinity as Seen in Brave (2012)* by Deni Kurniawati (2020), Female Masculinity of Alanna Trebond in Tamora Pierce's *Alanna: The First Adventure (Song of the Lioness)* by Siti Wulandari (2019), that show that Alanna Trebond as the female main character is more masculine than feminine in the form of courage, heroism and leadership skills. The last previous research entitled *Female Masculinity As Seen in Joy*

Movie by Rizqi Auliawati Putri (2018). This research was prepared to convey that whether a woman or a man, each has the right to have a feminine and masculine side according to his portion and desires in the formation process itself. According to Halberstam (1998), it should be noted that masculinity is not only owned by men, not only carried out by men, and not always appropriate to express male heterosexuality. Therefore, the term masculine should not be juxtaposed with only men.

Based on the research background above, this research focus to find out how the characterization of the main female character and how the character represents female masculinity in *Jungle Cruise* Film. Scientifically, this paper is expected to be useful for development in the field of literature. It is hoped that this research can be used as material for a study of female masculinity which can open the view that a woman has the right to have masculine traits in herself, which can prove that women are not always weak and do not always have to be protected. By using a masculine approach, the researcher then identified the data. The data used are dialogue text and photo scene footage in the *Jungle Cruise* film. The values of female masculinity in female main characterizations are analyzed through the masculinity theory approach by Peter Lehman and female masculinity by Judith Halberstam.

RESEARCH METHODOLOGY

To solve the problems presented in the problem formulation, researcher use qualitative method. "Qualitative research is a research that relies on verbal data and other non-numerical as the basis for analysis and problem solving are being studied, like content analysis, discourse analysis, and research naturalistic" (Farkhan, 2011, 2). Researcher use qualitative methods considering the possibility that the data obtained requires in-depth analysis. By using this method, it is hoped that researcher can explore the problems discussed. The use of this qualitative method then brings up facts, circumstances and understanding during the research. Researcher used qualitative method with descriptive analysis to find out the main female character and her characterizations with evidence. The researcher watched the film and then proceeded to collect data for analysis. Based on the concept of masculinity, the researcher identifies it to represent female masculinity in the film *Jungle Cruise*.

RESULT AND DISCUSSION

Characterizatio of Dr. Lily

Analyze the characterization of the main female character using the characterization theory of Boggs and Petrie. Character analysis through appearance, dialogue, external action, internal action, and thorough reaction of other characters. The character attached to Dr. Lily, who is shown in this film through pictures and dialogue, will describe how a female main character has masculine traits which become her form of female masculinity.

1. Smart and Clever



Image 1. Dr. Lily drew a monkey

In this scene, Dr. Lily's character analysis can be seen through external action as well as characterisation through other characters' reactions. Through external action, shown in the picture with a close-up shooting technique, framing full of animal drawing objects and also her hand drawing it, signifies her smart character because she has skills that may not be able to be done by others as well as she does. Her actions directly illustrate that Dr. Lily is an intelligent woman with her way of putting her imagination on paper. The drawing of the monkey is clearly seen with the help of shallow focus, with the edges of the image given a blur effect, while the focus to the centre of the image so that the audience pays attention to the direction of the camera focus to show clearly how the painting looks like and how the hand holding the pencil can explain the character of Dr. Lily.

Supported by Frank's reaction to the painting, saying *"You know, you really bring those eyes to life."* directly shows the characterisation of Dr. Lily who is a smart woman with her way of putting her imagination on paper. The shading of the monkey painting she did that night became characterisation through other characters' reactions when Frank responded by praising Dr. Lily as a good painter. The painting of the monkey that looked real from the gleam of her eyes was produced by the hands of an intelligent woman, because to produce a good picture like that, one needs intelligence in art.

Dr. Lily's smart and clever character can also be found in the film through a scene where the title is repeated several times. Analysed in a conversation where at that time Frank was asking Trader Sam (one of the amazon inhabitants) for help, to remove the sword stuck in his chest right in his heart. Then he realised that among them, there was a woman named Lily who was a doctor. He said *"It is, uh, Dr Houghton, right?"*. This characterisation through other characters reactions attempts to show that Dr. Lily is not an ordinary woman, but a smart woman who can get a Doctor's degree in her youth.

In another scene, the characterisation through other characters reactions is marked in a sentence said by McGregor at a meeting of scientists and research officials who gathered to discuss Dr. Lily's journey in discovering Tears of the Moon, which Dr. Lily did not believe and was not supported by them. On that occasion, McGregor said: *"My sister, who just made full professor at Cambridge, has asked me to respectfully reject your invitation of membership on her behalf."* McGregor directly emphasised that her sister was already a Professor at Cambridge, which is one of the world's top universities. This shows that Dr. Lily is a smart woman, because not everyone can pursue a field of science and even become an expert in the field with a doctor's or professor's degree. Dr. Lily's abilities are not only skills and creativity, but also based on academic knowledge and IQ.

2. Kind and Caring



Image 2. Dr. Lily opens the monkey cages

The picture uses a medium shot framing technique to clearly show the object of the character or animal. The deep focus used is also very helpful to clearly see the action of forcibly opening the door of the monkey cage so that the monkeys can be free. This may seem trivial, but actually through this external action, it shows that Dr. Lily is portrayed as a kind-hearted character who cares about other living beings even though in that scene she was in suspense over her fight with the criminals who wanted to arrest her. But while fighting, Dr. Lily with her genuine concern took the time to free the monkeys in the cage.

Through her internal action, Dr. Lily expressed her hope to help others. Her goal and hope to be able to benefit others illustrates her kind and caring character. It is further clarified by her sentence that says *"Well, I don't have to know someone to care"* which means very deeply, that helping others who she doesn't even know is a must in caring. It is clear that Dr. Lily has a good character and cares about her environment, which is portrayed to a woman who is willing to sacrifice to change the world for the better. Her good character is illustrated through her intention to cure various diseases with the magic of flower petals that she wants to discover. Her concern for fellow living beings is a strong character trait in her to undertake such a risky expedition.

3. Ambitious

Dr. Lily : *I believe that the legend is real.*
Frank : *Which its not.*
Dr. Lily : *And I'm gonna find it.*
Frank : *Which you wont. (00.45.00-00.45.15)*

As a long-time resident of the amazon region as well as an amazon river adventure guide, Frank continues to prevent Dr. Lily from undertaking the expedition. He kept trying to convince her that the legend was not real, so that Dr. Lily would stop her dangerous and fatal intentions. But again, with her conviction and determination, she did not care about Frank's words who refused to believe in the legend. Her strong ambition for the goal as she said *"it's the beginning of a scientific revolution"* made her disregard the influence of others who wanted to thwart her mission.

Not only with her thoughts and hopes, her strong determination for her ambitious character also led her to face very dangerous obstacles. While travelling on the amazon river, the ship they were travelling on came across a dangerous waterfall gorge. In order to move to a safe path, they tried to maintain the ship's engine as well as the ship's steering wheel with a very strong river current. When Frank questioned Dr. Lily about her condition, she tensely said *"I'm fine."* Frank then offered to cancel the trip, with the following conversation;

Frank : *You okay, Lady?*
Dr. Lily : *I'm fine.*
Frank : *You wanna turn back, Pants?*
Dr. Lily : *Nope. Just getting started.*
Frank : *You wanna turn back?*
Dr. Lily : *Just drive! (00.50.39-00.51.01)*

In the tension of facing these dangerous obstacles, she loudly wanted to continue the expedition even though they had to go through obstacles that many times they were blown away by the current so that they got wet and almost entered the waterfall ravine so that they had to risk their lives. Through this dialogue, Dr. Lily's ambitious character is very visible as she loudly says to continue this extreme journey. Her strong determination for her ambition overcame her fear of the obstacles she was facing in order to achieve her goal.

McGregor : *She takes after our father. He was always chasing after some far-fetched idea. There's no such thing as curses. Or cure-alls. And there hasn't been a conquistador here for three centuries. (00.55.07-00.56.54)*

Through the other characters' reaction, McGregor explains how his sister is characterised. He explains that just like his father, Dr. Lily is an ambitious character who creates ideas to answer the puzzles she has to solve. Because during their childhood, his father told her the legend, Dr. Lily with her passion and curiosity wants to follow in her father's footsteps in uncovering the truth of the magical petals and then be able to save the world. The description of someone who is very close and understands Dr. Lily helps the audience to know more about her character.

Dr. Lily's ambitious and determined character is also shown in the statement of someone who is new to Dr. Lily but has seen the actions of a determined woman. Frank's affirmation to one of the tribal chiefs in the Amazon jungle, *"I know, because she's crazy! She's crazy determined."* means that Frank's assessment of Dr. Lily is as crazy as the determination of a woman full of ambition. In front of many people, Frank expressed his bad judgement towards Dr. Lily who was very rash because of her ambition in going on an expedition to find the truth of the legend of the magic flower petals. He said that Dr. Lily had a mad determination, which could endanger herself and others.

Her strong ambitious nature made her seem selfish in her words to McGregor which she meant to convey to Frank, she said *"Please inform Captain Skippy that I will be travelling alone from now on"*. In this scene, Dr. Lily and Frank have a brief argument about Dr. Lily's determination which Frank thinks is too rash. For the second time, Dr. Lily, with her emotions rising, says *"Please tell him that he misjudges my determination, as well as my driving skills"* which can be seen that because of her ambitious character, she does not want to be underestimated to continue her determination to explore the interior of the Amazon river. Dr. Lily felt that Frank underestimated her abilities. She decided to continue the expedition alone without help from anyone. She believed that she was capable of realising her own ambitions with her ability to steer the ship. Although Frank tries to prevent her, her ambitious character makes her disregard the words of anyone. Through external action, the audience can see how ambitious Dr. Lily is who is determined to do anything for her goals and hopes.

Dr. Lily's Female Masculinity

Female masculinity in *Jungle Cruise* (2001) is something that can be glimpsed through the appearance of the main female character. A woman in Spain in the 1940s who generally wears skirts, and is elegant, contrasts with Dr. Lily's appearance who confidently wears trousers and ordinary shirts like men's clothes in general, so that people around always pay attention to her. Likewise, when Frank met Dr. Lily, he was surprised to see her appearance, as shown in the following dialogue.

Frank : *You're wearing pants.*
Dr. Lily : *Trousers. And yes, as you.*
Frank : *Do women in England do that now?*
Dr. Lily : *Well, we're not in England, last time I checked. Now, as shocking as the pants are, I'd really.... (00.20.34-00.20.45)*

From then on, Frank always called Dr. Lily "Pants". Although Frank was very surprised by her clothes when he first met her, he eventually got used to what he saw. It was also because of Dr. Lily's confidence that she did not make a big deal about it and responded casually. This appearance certainly proves that even a woman has the right to wear whatever she wants as long as it does not damage morals and manners. Although she wears pants like men do, she is still a woman who has her own masculinity, which is signalled by her wearing pants.

1. Dr. Lily's Power

Power, which is one of the elements found in masculinity, is defined by Laswell and Kaplan (19), Harold D Laswell and Abraham Kaplan, "Power is a relationship in which a person or group of people can determine the actions of other people or groups towards the goals of the first party". In this analysis, it is found how Dr. Lily's process has the influence to control Frank's actions in offering time between them. The conversation in the following scene occurs still at the beginning of the story where at that time Dr. Lily wanted to use Frank's services as a ship captain on the amazon river. After an agreement on the price to be paid, they then discuss the time of departure as follows;

Frank : *We have a deal. LA Quila will be ready first thing in the morning.*
Dr. Lily : *Oh, no, "Frank owes me money", we're gonna depart in 10 minutes.*
Frank : *No, it gets dark in two hours.*
Dr. Lily : *Does it?*
Frank : *We should probably leave in 10 minutes.*
Dr. Lily : *Good decision. (00.26.05-00.26.22)*

In the dialogue, Frank decided to travel starting tomorrow morning, which meant that Dr. Lily and McGregor would have to spend one more night at the inn. Dr. Lily, not wanting to waste any more time, decided to leave in 10 minutes. It was a rash decision for a captain who wanted to prepare a lot of things on his ship before a long journey so he denied the request by saying that it would be dark in the next 2 hours. But instead of Frank's refusal, Dr. Lily threatened him with her power to get her way. The phrase "Frank owes me money" is a repeated utterance from Mr. Nilo's pet bird. Frank's debt to Mr. Nilo was discovered by Dr. Lily, who saw Frank stealing money from Mr. Nilo's room, so the pet bird screamed loudly.

The way Dr. Lily can then take control of Frank's actions to follow her will and decision is a power value that can be done by a person who has masculinity. It is proven when Frank finally says *"We should probably leave in 10 minutes"* which means he feels threatened to be reported to Mr. Nilo for his actions. Not wanting to linger in that place, Frank finally decided to leave immediately before Mr. Nilo chased him. Dr. Lily's influence seems to be successful as she feels satisfied when her will is followed by others. Therefore that someone who can influence the actions of others is said to have power over other individuals or groups is said to have masculinity. The characterisation of a clever Lily is also an important value to have power, because using power must also have ingenuity in utilising situations and conditions.

Dr. Lily's power can also be found in the scene where, after picking the only remaining petals of the magical flower, she slips and slams into a fragile tree branch, so she has to hold on to avoid falling. At that moment, Nobelty also threatens him with his words *"You are about to die. One way or another, but if you do not give me that petal, so, too, will your brother His will be much slower. Give me that petal"*, still trying to persuade Dr. Lily to give him the petal before she actually fell. Likewise, at that moment Dr. Lily had the power to decide whether she would give the petal or not. Even though the odds were stacked against her, she was still able to make the decision she believed in.

Perhaps in general, in a situation like that, a woman who does not have a lot of courage would choose to give in to the situation. By possessing the one and only petal of the magic flower, she has the power to hold the situation and thus control the nobility of her will. Dr. Lily still has the ability to buy time, waiting for Frank to come downstairs to catch the only petal before she decides to jump. The control that Dr. Lily has certainly affects Nobelty, because if Nobelty chooses to shoot Dr. Lily, then her attempt to get the magic petal will not be successful. Dr. Lily, who held the power at that time, was intelligent and emotionally sound, which can be seen in her tactic of buying time by listening to Nobelty's advances. She has a long and sharp mind in making decisions on the power she holds at that time. To maintain that power, her ambitious characterisation is very valuable in order to carry out the plan she has carefully prepared to achieve her goal of success. With her ambition, she was willing to risk her life to achieve her goal.

2. Dr. Lily's Courage

As Lehman (2001) said, courage is one of the important characteristics that a masculine person must have. Having courage means facing fear, danger, or other unsafe situations. The courage that Dr. Lily is also proven by her words *"Don't worry about me. All alone, in the Amazon"*, which shows her complete determination to go exploring the Amazon alone. The courageous nature that shows the masculine side is characterized by strong self-confidence, a steady heart, and determination to face future obstacles. With her confidence, she feels she does not need to worry even when traveling. Because she felt she had enough courage and determination to take her on the mission she had long planned. Her strong determination is based on her very ambitious characterization of fighting all existing obstacles in order to carry out her plans. Not only from her words, this side of her masculinity can be seen from her appearance and movements, as in the following picture;



Image 3. they prepared themselves against the attacking tigers

In this scene, it tells the story of a situation where in a tourist restaurant, a tiger comes in and looks hungry as if looking for prey, which makes people panic and afraid. Framing medium range shot which clearly shows the room filled with three people with the staging set in this scene showing Dr. Lily is behind with her readiness to attack the tiger. Meanwhile her brother, McGrigor was at the front with a pole shield and was afraid. Dr. Lily dared to face the situation by saying *"I am not afraid."* by holding a simple weapon to prepare yourself against the tiger. Her courage was greater than her fear. She can control her fear by trying to calm down and preparing resistance. In this scene it is quite clearly shown that a woman can have the same courage as a man. Like Frank with his muscular body, preparing himself to attack the tiger.

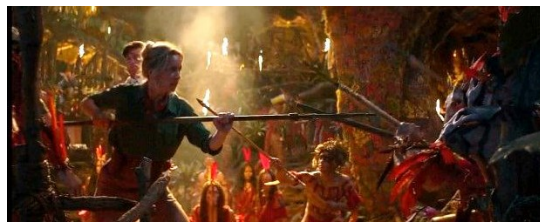


Image 4. Dr. Lily is ready to attack the tribes living in the Amazon forest

In this scene taken with a medium shot, it shows very clear framing where there is the position of Dr. Lily is brandishing a sharpened knife with a long piece of wood, and there is the appearance of the tribal people surrounding them. Even though this image has solid objects, with the use of deep focus this scene can be seen clearly and sharply. Dr. Action Lily, who was brandishing a sharp knife, showed her masculinity, which seemed to transform her into a male figure. As categorized by Halberstam (1998), male mimicry takes a clearly identifiable form of male masculinity and attempts to reproduce it. Characterized by masculine attitudes such as leading, dominating, and rough actions which can generally be found in tough, strong, and/or muscular men.

In this scene, it is also made clear by her dialogue that she dares to challenge them to attack her. With the sentence that says *"Come on, fight me. You! Come in, fight me! Go! Do it!"*, shows that she is a woman who is determined to fight to defend her arrowheads. In such a situation it is very clear that the courage of Dr. Lily. There is no doubt that Lily has the masculinity side of herself which shows that women are not weak, but have courage and do not let themselves be held back by circumstances.



Image 5. Dr. Lily hanging to glide

With courage to face obstacles and dangers, shows the actions of Dr. Lily is trying to escape from the criminals who are chasing and wanting to catch her. This scene was taken using an extraordinary long-shot technique to show the setting from a height to a lower platform while hanging from a rope. Even with a long shot, using deep focus still makes it clear that the object is hanging to glide like a flying fox. This action requires a very high level of courage, which is not usually done by women in general. With dangerous risks, Dr. Lily braved all her fears. She swiftly chose to launch using the tool without safety. Of course, this would never have been done by a woman at that time, either intentionally or unintentionally. As Lehman (2001) said, facing fear by having the courage to overcome it is a form of courage in a masculine person. This brave spirit makes her do anything for the sake of achieve her ambitions.

3. Dr. Lily's Heroism

One of the masculinity traits displayed in the film is marked by Dr. Lily's strong determination to undertake a dangerous expedition. By sacrificing her safety, being under great threat to herself, her sister and her comrades-in-arms, she is willing to do so in order to find magical flower petals that are beneficial for medicine in the world. Sacrifices made by someone who has a good impact on many people are called heroism. In line with Lehman (2001) who said that in performing heroic actions, one should not expect rewards for what he has done and at least have courage, empathy, care, and compassion for others. Heroism as one of the masculine characteristics is a must for a masculine, because a masculine must at least be active, brave, and empathise with others. Her kind and caring characterisation is very valuable in this element of heroism which is the basis of Dr. Lily's heart to do good for people.

From the moment Dr. Lily decided to undertake this expedition, it was clear that she had a heroic nature. Her instinct to help people can be seen from her delivery; *"just imagine the lives that could ne saved. Legend says one petal from the Tree will heal anything. It will change medicine forever. It's the beginning of a scientific revolution. Its very exciting"*. The dialogue shows her empathy, saying that she wants to change medicine in the world more effectively. Her hope to help many people, simply because she has a sense of compassion and care. With her determination and courage to go on an expedition with all the dangers and obstacles, she wants to do great things that can save many people and can benefit people as he said *"I want to help as many people as I can"* which shows her concern for others. As it is said that being a hero means sacrificing oneself to help others (Lehman, 2001). A masculine person is at least courageous and takes an active role. She wants to realise her thoughts and hopes for the benefit of society. In this case, Dr. Lily is said to be a female masculinity as stated by Halberstam (1998).



Image 6. Dr. Lily pull the lever in the river water room

This scene tells the story of the situation when they arrived at La Luna Rota, which is a river with a waterfall surrounded by rocks as the door to the location of the magic flower petals. As seen in the picture, by using medium shot framing, Dr. Lily, who was pulling the lever with her hands, was assisted by the strength of her legs. To make it clearer that the setting in this image is underwater, this scene uses deep focus to produce a clear and sharp image of how Dr. Lily loose hair is floating.

The room with the lever in the water must be opened as the key to the La Luna Rota door. However, the door to the room was not large enough for Frank's body size, so Dr. Lily had to swim into the water. Knowing this necessity, Dr. Lily disagrees with her assertion "*I can't swim, Frank*". Her fear in water is very deep, saying "*I have deep fears*", which for her could endanger her life. However, with her kind and caring characteristics, as the basis for the heroic element within her, she dared to swim even though she was filled with fear. As said by Lehman (2001), heroism in a masculine person is at least characterized by being active, brave and empathetic towards other people. In order to continue her intention to save many people with these flower petals, her empathy at least covered her fear so that she had the courage to do something that could actually threaten her life.



Image 7. Jumping from a branch at the height of a tree

The setting of a pitch black wilderness atmosphere is packaged with long shot framing where the subject is fully visible in the surrounding environment. The position of the subject on the left provides room to the right of the camera to show more widely the atmosphere of a large tree with branches that spread widely, and is of extreme height. This scene occurs when Nobely wants to take the petal that Dr. Lily was hanging in a hanging position, relying only on the strength of her arms to survive. After Nobely's threat to kill Dr. Lily, she bravely took the risk and then jumped from that height in order to hold on to the magical flower petals. As Lehman (2001) said that being a hero means sacrificing oneself to help others, this scene shows how Dr. Lily covers up her fear of sacrificing herself to save flower petals for the benefit of the world community based on her characteristics of being kind, caring and brave which are the characteristics of a masculine person who has heroic qualities.

4. Dr. Lily's Leadership

Masculinity and leadership traits are closely related. Leadership is an element of masculinity that is inherent in a person. In this film, female masculinity is shown in a woman as the main female character who has leadership qualities in herself. To lead their journey, this smart characterization is of great value as a basis for leading them to the right path. Having the soul of a leader is accompanied by intelligence in reading situations and conditions that will lead them to obstacles that must be faced well.

Dr. Lily : McGreggo, We should turn that way.
Frank : No, we're good. Stay on course. Lagrimas de Cristal is that way
Dr. Lily : I think you're mistaken. So just.. turn that way. To the right.
(00.40.12-00.40.47)

Like the following analysis which tells the scene when they were enjoying the expedition while joking, Dr. Lily then felt that the path they were taking was wrong. Frank, who feels he has explored Amazon, says they are on the right track. Meanwhile Dr. Lily with her knowledge of maps by saying "*it says on the map that its passable. Here we have cliff and exactly that tribute. We can save two days going this way*", which when she felt that it was not the right path, she immediately directed it in the direction she thought was right. With her intelligence, she studied the map of the area in detail, making her feel that what was written and known to her was the best path to take. Someone who has the soul of a leader has at least done research on what they are aiming for. That way, she can give instructions to those she leads. Even though women are generally considered weak and do not understand nature, Dr. Lily continues to demonstrate leadership abilities that are considered typical masculine traits. She decided to lead the direction they would take to turn around.

Leadership is the process of influencing another individual or group of people. This aims to achieve the same goals between the leader and his followers. Not everyone can be a leader because leadership is the ability to lead others, influence, gain trust, and be respected by others (Lehman, 2001). Like the analysis in the following conversation;

Dr. Lily : Broken heart warrior climbed to the highest peak and shot his arrow into the Moon. From there, the Mood learned real pain and began to weep. Where the tears fell grew a sacred tree..."
Nobelty : Both singing German folk song
Dr. Lily : Give me the arrow (01.40.36-01.41.10)

In this scene, Dr. Lily is entrusted by Nobelty and Frank to lead them in solving the puzzle of reviving a dead magical flower petal tree. With her intelligence, skill and thoroughness, Dr. Lily slowly studied the markings on the stone where the gem had to be placed for the tree to live. Dr. Lily also gave orders to Frank by saying "*give me the arrow*" which Frank then followed because he believed that Dr. Lily can do that. Her leadership spirit can be seen by her being able to control situations and gain the trust of others for her to solve a problem. Nobelty's words "*hurry up*" means that at that time he asked Dr. Lily immediately completed her mission because she believed that only Dr. Lily is the one who can bring the magical flower petal tree back to life. Dr. Lily, who is a woman, can lead the men on the expedition to open a way to bring the magic tree back to life.

There is a masculinity side to Dr. Lily is in the form of power, courage, heroism and leadership. She remains true to her identity as a woman. As stated by Halberstam (1998), masculinity and femininity include various individual characteristics, including character, physical appearance, personality and role behavior. In analyzing Dr. Lily character, researcher look at other characteristics apart from just physical appearance, but rather behavior and can reflect their characteristics. Her kind and caring characteristics are the basis for heroic qualities which are an important element of masculinity in a person. Likewise, Dr. Lily's ambition makes her someone who has the courage and power to face difficult situations and conditions. Said to be a masculine woman, Dr. Lily has intelligence and intelligence that can influence other people, making her someone who has leadership qualities. Therefore, from the analysis of the characterization and elements of masculinity, Dr. Lily, it can be proven that masculinity does not only exist in men, but can also be produced by women (Halberstam, 1998).

CONCLUSION

Researcher found that the film *Jungle Cruise* contains female masculinity. This film shows that women are not always under the control of men. Female masculinity is presented in the style of dress, behaviour, strong, mighty, and brave. A firm way of speaking is also presented in *Jungle Cruise* to show that the female character in this film is not a weak figure, but has a firm and brave side of women. Dr. Lily's character is smart, clever, kind, caring, and ambitious, which makes her a strong and brave woman. In addition to her appearance wearing trousers like a man, she can also master things that are usually done by men such as fighting, driving a ship, doing high jumps, and fighting with the opposite sex.

Dr. Lily's actions in the *Jungle Cruise* Film show that Dr. Lily indicates herself as a woman who has four important elements of masculine character that have been revealed by Peter Lehman in the form of power, courage, heroism, and leadership. This is evidenced by her power as a person with money who certainly has the power to make decisions. Her courage to fight against men, facing obstacles and dangers. Heroism shown in the form of her empathy to help the community in treatment using magic flower petals. It is also proven by her leadership ability by being trusted to solve problems. It is not just her outward appearance, but the Female masculinity in Dr. Lily is shown through her character and abilities. In this research, the construction of masculinity and femininity, which is the result of society's construction of how a person should behave as a woman or a man, can be solved by the proof of Dr. Lily's main character who shows that a person can also be masculine, and vice versa. This is in line with Judith Halberstam's theory of female masculinity. Female masculinity refers to a woman's body performing masculine performatives that can be seen in the way she behaves and her physical appearance.

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Stigmatization of Muslim in Karim Miské's *Arab Jazz*: an Orientalism Study

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Abstract: Although Islam is the second largest religion in France, it is still a minority compared to the overall population. As in other Western countries, Muslims who are in the minority find it difficult to adapt to their surroundings. Apart from the significant cultural differences, mistreatment by the local population, such as isolation and neglect, is also a contributing factor. Muslims have long been the subject of ridicule and victims of the bad stigma of Western society, various slanders are directed at Muslim minorities there with the assumption that Muslim minorities in the West are very easy to be used as scapegoats for all the actions they have committed. Of the many previous studies that discuss how Muslim minorities struggle to survive in an environment that often discriminates against them because of differences in culture and appearance, researchers rarely or almost do not find research that discusses how Muslim minorities survive being scapegoated by Westerners in murder cases in the area where they live there. The researchers here want to focus on how Muslims face various discriminations, especially being scapegoated by Westerners in Karim Miské's *Arab Jazz*. By using a qualitative approach, the researchers collected and analyze the data using Said's orientalism theory as the main theory, Goffman's stigma theory and Bhabha's mimicry as the supporting theory to classify the stigma and explain the resistance towards the Muslim stigmatization.

Keywords: *Muslim, Orientalism, Paris, Scapegoat, Stigma*

INTRODUCTION

In the Western view, Eastern and Muslim nations are often associated with various things related to traditional, ancient, and considered "another world" because of their different civilization, language, and culture from Western nations. Said simply calls Eastern or Muslim nations "the orient" and Western nations as "the occident" and this view is still attached to the identity of Eastern nations so that not a few of them are considered stupid, stiff, and left behind by them. Not a few Muslims or Easterners who live in Western countries are often exiled or receive bad treatment so that they find it difficult to adapt to their new environment. Therefore, Edward Said challenged the views of Westerners towards Easterners through his Orientalism theory. This theory explains that the purpose of this theory is a way to understand how Eastern people live and what their culture is like which is divided based on regions, especially in the experience of Westerners (Said, 2003).

It has been more than 40 years since Said proposed his views on the mistreatment of Muslim minorities in his Orientalism theory, and during that time, the debate on discrimination

and stigmatization perpetrated by the West against Muslim immigrants in their countries still continues. This issue can be seen through some examples of cases that are being discussed on social media such as how Muslim women in France are forced to remove their hijab and veil by the French government or how the fighters in Palestine are accused of being terrorists who kill Israeli women and children even though they have never done such heinous things and they are just taking their rights and defending the genocidal crimes that Israel has committed against Palestinians. Or we can also see the discrimination and stigmatization done by the West to Muslim immigrants through literary works published by several authors such as Laila Halaby, for example, who describes how Muslim minorities in America were discriminated against and accused of being terrorists after the incident of 9/11 in her novel entitled *Once in a Promise Land* so that Muslim immigrants experience difficulties in carrying out their daily activities.

The issue of stigmatization and scapegoating against Muslim minorities in western countries is certainly experienced by many Muslim minority groups in the real world, such as what happened in Britain during the pandemic in 2020 where a group of anti-Muslims committed acts of racism against Muslim minorities there by spreading negative stigma about Muslims through various newspapers or mass media. As a result, Muslim immigrants living in Britain have difficulty carrying out their activities due to the unfair treatment they get and how westerners consider them as the 'other' even though the Muslim minority there has officially become a citizen of Britain (Poole & Williamson, 2023, pp. 263–264). This case example is in line with what Shameem describes in his research that highlights the actions of a white man who burned down a mosque located in Missouri, US in 2010. For his actions, this white man was charged with robbery, arson, and property damage motivated by discrimination. The settlement of the actions committed by this white man is certainly very different from what if a Muslim commits these actions where the Muslim will be labelled as a terrorist. Shameem also emphasized that the negative stereotypes of Westerners that have been attached to the Muslim minority group make this minority group will get more hatred if they are seen doing something wrong, causing higher levels of Islamophobia (Shameem, 2021, p. 1).

Although classified as a minority, Islam in the West has experienced significant growth where every year the percentage of the Muslim population in the West has increased. France for example, has a population of 64,756,584 (World Population Review, 2023) with 29% of the total population adhering to the Catholic religion and followed by adherents of Islam with 10% of the total population (Drouhot et al., n.d.) which makes France which was originally a catholic country now has a larger Muslim population than Protestants or Jews. Most of the Muslim population there are diaspora who fled to France after the World War and in just one decade, Muslims live in almost all big and small cities in France, one of which is Paris, and few of them choose to return to their home country (Viorst, 1996, p. 78).

The differences in laws and culture with France make it very difficult for Muslims to adapt and carry out their religious activities or practices. France, which adheres to the principle of *laïcité* where every citizen is prohibited from using anything related to their religion in public spaces, is certainly in sharp contrast to Muslims, whose dress code must be in accordance with the rules, such as every woman who is required to wear a hijab and all-covering clothes. It is because of this difference that everyone in France views Muslims as outsiders or "the other" and is exacerbated by the fact that the perpetrator of the terrorist attacks in France was a Muslim (Ait Abdeslam, 2019, p. 2).

The many cases that hit France involving Muslims as well as the legal differences that apply between two societies with very contrasting cultures, make the Muslim minority there experience various unpleasant actions such as slander and discrimination. Not only that, France, which sparked the formation of an Islamic community with a new flow that had been adapted to the laws in force in France or what was called 'Islam in France', also sparked debate among Muslims and the French government itself (Ait Abdeslam, 2019, p. 4). Even though the French government is still positive with the existence of regulations that guarantee the equality of all its citizens regardless of their origin, race, or religion in the eyes of the law, France is still a European country with a western culture that contrasts sharply with eastern culture so that they still give difficulties to Muslims.

Although Muslim refugees have lived for a long time, French natives still view Muslims in a different light and alienate them. An example is how France provides discriminatory treatment and provides the dressed rules for the way Muslims who live there. They prohibit the use of burkinis or swimwear designed for Muslim women after someone who claims to be a Muslim has committed an act of terror using a burkini (Nielson, 2020, pp. 631–632). Not only that, the French government also implemented a ban on wearing the burqa and niqab for Muslim women who live and do activities there, both working women and students who are pursuing education are prohibited from wearing clothes that are characteristic of Muslim women. For those who persist in wearing them in public spaces, they will be arrested and taken to the police station and then pay a fine according to the regulations (Cohen-Almagor, 2022, pp. 14–16).

The essence of this problem actually lies in the regulations from the French government which views religion as something that should be implemented in a more private space and not implemented in the public sphere or what is known as *laïcité* (Cohen-Almagor, 2022, p. 8). This regulation leads French people not to involve religious elements in the public space and leads their opinion towards a system where when they are in the public space, they are French and their religion cannot be identified. The government here makes its citizens as something abstract in the eyes of the public so that the government can treat all of them equally without any special treatment (Chin, 2017, p. 175).

Even today, problems between France and Muslim minorities there are still continuing, such as France which still prohibits Muslim women from wearing the burqa in public spaces and even imposing sanctions in the form of fines for those who are caught still wearing burqas or how France prohibits Muslim women from wearing the 'burkini' or special swimwear for Muslim women that is made to cover their entire body in accordance with Islamic teachings. The oppression carried out by the French government against Muslim, especially Muslim women who must comply with regulations such as removing their hijab and dressing openly like residents there. They are forced to follow the existing regulations without being able to voice the rights that should be obtained by Muslim women (Djohar et al., 2023, pp. 180–181).

Arab Jazz is a mystery genre novel written by Karim Miské. This novel tells the story of Ahmed Taroudant, a Moroccan descendant living in Paris who is alienated from his social environment after being forced to early retirement from his job. Ahmed, who is accused of being the perpetrator of the murder of Laura, his apartment neighbour who was recently close to him, feels that someone has made him a scapegoat so he tries to prove his innocence and helps detectives to solve the murder case. In the midst of pressure from several parties who

hated him from the start and deliberately targeted Ahmed to be the "real culprit", Ahmed tried to act as usual while finding out the motive of the killer.

Until now, researchers have searched for previous studies using *Arab Jazz* as the main corpus of their research several times, but have not found them at all. Therefore, the researchers use several previous studies that discuss the views of Western people on Eastern people in Orientalism which are discussed in novels, short stories, and case studies in societies related to Eastern and Western. The first preliminary research comes from Asia in *Focus: A Nordic Journal on Asia*, written by early career researchers. This article written by Wester Wagenaar in 2016 and discusses how Westerners view Japanese culture from the perspective of Orientalism. In his article, Wagenaar discusses the classification of Japanese culture according to Orientalism studies, whether it belongs to traditional Orientalism or techno-Orientalism, which is usually used by the majority of Westerners in categorizing the type of culture that exists in the East. As a result, Wagenaar concludes that Japanese culture cannot be categorized into these two types of Orientalism, the reason being that they think that Japanese people and culture are very strange as Westerners have learned. For this reason, a third type of Orientalism was born, Wacky Orientalism, which is used by Westerners to understand Japanese culture through their weirdness.

From the *Arab World English Journal for Translation and Literary Studies*, the next previous research comes. This article, written by Noura Awadh Shafie and Faiza Aljohani in 2019, discusses how the American author of two children's stories, Elsa Marston, promotes the ideology she believes in in her work by representing it in the two children's stories used as the research corpus in this article. The authors here specifically analyze the differences between urban Arab families and rural Arab families which are portrayed in stark contrast through the portrayal of one American children's author who unilaterally portrays urban Arab families as thriving due to the frequent interaction of urban Arab families with Westerners, in contrast to rural Arab families who are portrayed as ignorant and underdeveloped due to little or no interaction with Westerners.

The *Haluan Sastra Budaya* is the most recent previous research used by the authors. This article is written by Ghassani Auliannisa Widjajati, Ikwan Setiawan and Supiastutik in 2022. The last previous research discusses how Westerners view Easterners through one of the characters in Dan Brown's *Digital Fortress* novel, which throughout the storyline is often present through various narrative events or conversations with other characters. The author in this article highlights the fate and journey of one of the characters, Ensei Tankado, who was born and raised in Japan and struggles to survive in the novel.

In this study, researchers use the theory from Edward Said which called Orientalism as the main theory to explain the Muslim stigmatization in the novel and Goffman's types of stigmas to identifying and classify the stigma. The researchers also use Bhabha's theory of mimicry to explain Ahmed's act of resistance towards the stigmatization and scapegoating aimed to him. From the three theories above, the researchers will later analyse how Karim Miské represents the character of Ahmed Taroudant, a Muslim who lives in Paris, through storylines and other characters related to Ahmed in the novel. Later, the researchers will divide the analytical data that has been collected according to the stigma experienced by Muslim characters there and then conclude it according to the types of stigmas according to Goffman. The researchers will conclude how Ahmed deals with people who still think that Easterners are stupid and easily manipulated in line with Ahmed who helped uncover the mastermind behind

Laura's murder. By using a qualitative approach, the researchers will analyse what caused Ahmed to be used as a scapegoat by the perpetrators of Laura's murder and how Ahmed resisted the accusation of being the perpetrator of the murder.

RESEARCH METHODOLOGY

The method used in this research is a qualitative method. The researchers will first give a brief description of the history of Islam in France, how Muslims are perceived as the 'other' by the Westerners and how Muslims struggle as a minority there in the face of discrimination and stigma using data taken from Karim Miské's *Arab Jazz* which shows indications of Orientalism or which contains the views of other Western figures in the novel towards Ahmed Taroudant or the religion of Islam and then analyse it with a critical mind. Then the researchers will also include how Karim Miské views Ahmed Taroudant throughout the storyline.

This study uses researchers as the main instrument in finding data sources in Karim Miské's *Arab Jazz* which shows indications of action that represent the views of orientalists (west) towards diaspora Muslims who live in their neighbourhood through indirect depictions by the author in the plot of the novel and discusses how Ahmed Taroudant deals with people who hate him while finding the motive in Laura's murder case. The data collected by reading a novel entitled *Arab Jazz* by Karim Miské with critical thinking then the researchers will take quotes indicating the views from either the author or from the character with a Western background addressed to Ahmed Taroudant and analyse them based on the theory of Orientalism from Edward Said as the main theory, Goffman's types of stigma, and Bhabha's mimicry as the supporting theory.

RESULT AND DISCUSSION

Stigmatization of Muslim characters as 'other' in *Arab Jazz* by Karim Miské

The discriminatory treatment of Easterners by Westerners has been going on ever since Easterners migrated to the West in search of new homes after the World Wars or to try their luck in a new place. The various forms of discrimination felt by the Orientals, especially the Muslim there, make it difficult for them to just carry out their daily activities (*The French Crime Writer Karim Miske in Interview*, n.d.). Not only that, Muslim are often viewed with bad stigma or various negative stereotypes such as Muslims are stupid or Muslims are terrorists who want to destroy their country because of differences both in terms of culture and their appearance when they are in public spaces. The effect of the unfair treatment received by Muslim in the West makes them slowly lose their human rights such as the treatment of local residents who alienate them to the government who acts ignorant and turns a blind eye to the Muslim that suffering there. Although the government seems to ignore and turn a blind eye to everything that happens to Muslim, not a few of Muslim there that still voice their opinions through various media so that they get fair treatment and get their rights in terms of dressing and doing their daily activities, one of these media is through literary works such as novels.

In this first session, the writers will provide the results of the analysis of how Muslim characters are stigmatized as 'other' in Paris as their new home through several quotations taken

from the narrations or fragments of dialogue and paragraphs in the novel *Arab Jazz* by Karim Miské.

“Moktar hanging around the crossroads dressed in that stupid long *kamiss* oh his,” (Miské, 2016, pp. 176–177)

Muslims in France face stereotypes in society, particularly in multicultural areas. Islam has its own clothing standards that have been regulated in accordance with existing laws and certainly cover the *awrah* for both men and women. This standard of clothing has its own characteristics such as a kind of long robe made of fine material and easily absorbs sweat with a length of approximately up to the ankles or commonly referred to as djellaba or *kamiss*. Djellaba or *kamiss* is unisex, both men and women can use it because of its simple design with neutral colors, making it easier for them to dress (Kh, 2021, p. 57). The practicality and convenience of using djellaba or *kamiss* is why some Muslim immigrants still use their robes even after they have moved to a new place. Not only that, sometimes they still maintain their style of dress as an identity of themselves as Muslims as well as to cure their homesickness. However, the way they still use their long robes gets a negative view from westerners where they make the way a Muslim dress as a joke and discriminating them.

In this quotation, it is clear how Westerners view Muslims with a negative stigma just because of the clothes they wear. One of the Muslim characters in the novel, for example, although they have lived in Paris for a long time, they still get scornful views and various insults directed at them because of the way they dress differently from the general Parisian society. They act as if Muslims don't respect the culture in Paris and discriminate against Muslims when they are the ones who disrespect other people's culture. This is in line with how Goffman explains tribal stigma, one of the types of stigmas in his theory, which will always be the Muslim minority in their new place of residence because of this contrast in dress. The discrimination received by Muslims here has reached a level where they are very difficult to get their rights and freedoms in speech and dress, Westerners here are very disrespectful of other people's cultures, those who consider themselves as smart and knowledgeable people but they also take away the human rights of the Muslim there. The disparagement of Muslim dress in the novel is also emphasized by three similar quotes that reaffirm the researchers' argument about white people giving negative stereotypes to east people because of the different styles of clothing they use. Not only Muslim women, Muslim men also feel the discrimination, as in this quote where one of the Muslim men is mocked and insulted just because of the clothes he wears. Westerners makes the double standard for Muslim immigrant in their country and tend to disrespect Eastern culture and dress and find it very strange, they will also discriminate against immigrants who still carry the culture from their place of origin so that these Muslim immigrants have difficulty in socializing because of their more closed dress compared to Westerners.

“his complexion that looks more like soil than bronze,” (Miské, 2016, p. 6)

In every story, there must be different characters, these characters create a series of events to run the storyline made by the author (Mori et al., 2019, pp. 7–8). The depiction of a character in the story is indeed needed, even the more detailed the depiction of the character the better because the readers get a clear picture in their imagination. This is the case with Karim Miske's portrayal of Ahmed Taroudant as the main character in *Arab Jazz*. Miske gives a detailed description of Ahmed's character such as how Ahmed's stature is, what his face looks like, his origin, his clothes and daily activities, religion, and the color of his skin.

Discriminating against Eastern immigrants through skin color has been a common practice of Westerners since colonial times where they would consider themselves as higher-level rulers than those with exotic to dark-skinned skin. Not only that, white-skinned people also discriminate and treat people with darker skin color like slaves who only work and serve them (Bettache, 2020, pp. 1132–1133). The metaphor used by the author in describing the skin color of the Muslim characters in this novel clearly shows the negative stigma of westerners towards the east. In line with Said's explanation of white supremacy where Westerners consider themselves superior and have power over those from races of other color or Eastern (Said, 2003, p. 226), this quote emphasizes that a person's different appearance does not always have a positive effect on the people around them. This is evidenced by the way Westerners are so racist towards Easterners that differences in skin color have become a subject of ridicule and intimidation towards Muslims in the West. Westerners even generalize dark-skinned Eastern Muslims as Arabs despite the fact that they come from different countries.

In the following quote, it looks like an ordinary quote that only describes how the description of Ahmed Taroudant's character, but the emphasis on his dark skin color, even equated with the ground, makes researchers analyze more deeply. The depiction of characters from the eastern region is usually described as darker (Jablonski, 2021, p. 6) or more exotic because of the tropical weather and hot temperatures. In addition, easterners are also famous for their devotion to the religion they believe in so they will practice all the teachings of their religion including the way they dress. Miske here has portrayed Ahmed's character clearly and is very representative of an easterner living in Paris. However, the dark history of France that discriminates and ostracizes Muslims due to differences in culture and beliefs makes Muslims always viewed with a negative stigma so that even skin color is used as a material to discriminate against Muslim immigrants there.

“he started calling him ‘*abid*—slave.” (Miské, 2016, p. 113)

The East and slavery have a long history together, with the East always being colonized by the West and used as slaves or forced laborers for their benefit. According to Locke (in Bhabha, 1984, pp. 126–127) slave can be interpreted as a form of legal ownership of someone or a metaphor used for a form of abuse of power that cannot be tolerated. Slavery was also closely related to skin color where Westerners as a white race felt superior to Easterners who had darker skin. The views of the East as slaves and the West as their masters have been imprinted in their brains so that even though today there is no longer a system of slavery, it is not uncommon for Westerners to mock and discriminate against Easterners as ignorant and deserving of being treated like slaves. This is what Ahmed felt while growing up in a Muslim minority neighborhood. Ahmed, who only lived with his mother at the time, was discriminated against by the people around him, even when he was at school or playing with his peers, he was often mocked as a slave or a slave boy because he no longer had a father. It's very ironic indeed, especially since there are two quotes containing the word 'slave' which makes researchers increasingly believe that the acts of discrimination that occur against Muslim minorities in the West are so ingrained that even the second and third generations of diaspora families are still heavily impacted and stereotyped by people in the environment.

“I’m a policeman, not a nanny. And how do you propose we protect them from themselves?” (Miské, 2016, p. 74)

In the novel, Jean, a detective character, rejects the idea of protecting Muslims in the apartment area where the murder occurred, believing it is useless as the majority of criminals

are Muslims themselves. Jean views Muslims with a negative stereotype, equating all Muslims as criminals when they are not. This sarcastic rejection of protecting Muslims is evident in his conversation with his coworker, who he believes is trying to thoroughly investigate every case in his work area. However, Jean's actions contradict his job, as he accuses the Muslim minority of various negative stigmas and considers them the mastermind behind the Laura murder case.

In the first sentence of this quote, the author clearly shows how Jean's character hates the idea of his friend to protect the Muslim minority there because his job as a police detective is to thoroughly investigate every case that occurs in his work area. but in the second sentence, the contradiction of his actions is seen where Jean clearly accuses the Muslim minority with various negative stigmas and considers them as the mastermind behind the Laura murder case they are investigating. The figurative words referring to Muslim minorities and labeling of Muslim characteristic as criminals are also found in several parts of this novel, more precisely Miske wrote four times in different language styles. The essence of the quotation reinforces the stigma of Muslims as criminal for white people.

“All the damn Jews and Arabs around here, they’re all nuts as each other. As soon as you leave the Bunker, all you hear is: ‘*Salaam alaikum*, officer’, ‘*Shalom*, officer’.” (Miské, 2016, p. 8)

Every Muslim is taught that if they meet or cross paths with someone they recognize, they should greet them in order to strengthen the relationship. The greeting they say is usually in the form of Arabic greeting '*salaam alaikum*' which means 'Peace be unto you' (Djohar, 2021, p. 68) or contains prayers and safety for both themselves and someone they greet. For people who live in the eastern region must be familiar with this greeting, but it is different for those who live in the west with religion and culture, they very rarely greet someone when they cross paths and even consider it strange and suspect someone who suddenly greets them.

In the quote above, even though Jean, the detective, lives and often patrols in one of the multicultural areas in Paris, he still does not feel familiar with these greetings. Jean shows that he is very disgusted with Muslims and Jews who always greet him and even call them crazy. This shows how Jean firmly rejects the greeting culture of Muslims which he finds very disturbing. He does not respect the culture of other people and even goes as far as to demonize other people's culture. Yet, it is crucial to recognize and embrace the diversity within the Muslim community in France. Muslims are not a monolithic group, but rather a diverse population with varying beliefs, practices, and interpretations of Islam. By acknowledging this diversity, society can move away from stereotypes and foster an environment that respects the rights and identities of all individuals, regardless of their religious background.

“He wouldn’t hurt a fly ... Not in his normal state.” (Miské, 2016, p. 160)

The following quote shows how Sam, a barbershop owner who has lived in the neighborhood for a long time, puts double standards on Ahmed who is a Muslim by trying to sway the opinion of the detectives who are investigating Laura's murder case and giving false testimony about Ahmed's condition. Double standards can be seen from how people express their opinions on a case involving two religious minorities where they tolerate one minority group while sharply criticizing the other (Sleijpen et al., 2020, p. 3). In the sentence 'not in his normal state', Sam seems to tell the investigators that Ahmed is basically crazy and depressed because he was fired from his job. Sam wants to convince the detectives that Ahmed was the

one who killed Laura with the negative stigmas about Muslims that have long existed in their neighborhood.

In these last two quotes above, the researchers can see how the metaphor used by the author to describes how white people stigmatize Muslim as people who have mental illness. The metaphor used by the white people to stigmatize Muslim as crazy or how they stereotyping Muslims with things related to mental condition are clearly described by Miske in nine similar quotations set in different times and places that researchers have found from this novel. This is of course reaffirms the researchers argument regarding how Muslims are stigmatized and equated with people who have a mental illness.

From the several quotations that have been analyzed by the researchers above, it can be seen how the attitude of the French, especially Parisians, still considers Muslims as 'other' people even though they have lived for a long time. Muslims who have long since moved from their home countries to France or Paris, even to the second, third, or fourth generation, are still treated like 'other' people who just live there. As a result, Muslims there find it difficult to adapt to the surrounding environment and are added and always ostracized by people because of differences in their appearance, culture and beliefs.

Resistance towards the stigmatization of Muslim characters in *Arab Jazz* by Karim Miské

After discussing the Muslims stigmatized as 'other' in France and how they struggled to uphold their rights as Muslims as well as French citizens by giving some quotations as well as the analysis from it in the first session, the researchers here will discuss how the resistance carried out by Muslims in France, or precisely in Paris through the analysis of the Muslim characters of the novel *Arab Jazz* by Karim Miské. Here, the researchers will use snippets of dialog and paragraphs from the novel *Arab Jazz* by Karim Miské that indicate resistance that carried out by Muslim characters in the view of orientalism using Bhabha's theory of mimicry.

“He realize immediately from the awkward angle of the foot that Laura dead. Thanks to his books, he has picked up a few of the basic rules for such dire circumstances: don't leave a single trace; no fingerprints. And all the rest. A second thing is immediately clear to him: they want to pin the blame on him.” (Miské, 2016, p. 5)

Stigmatization and scapegoating have taken a toll on the Muslim in France. The recent wave of extremist violence has intensified suspicion and hostility towards Muslims, leading to a climate of fear and tension. Many Muslims feel collectively held responsible and face discrimination in various aspects of their lives, from job searches to interactions with law enforcement. This constant scrutiny and reduction of identity to religion have created a sense of alienation and frustration within the community. The quote above clearly shows how Susan and James as the main perpetrators in the murder of Laura Vignola ordered their accomplices to make it appear as if Ahmed Taroudant, who happened to have a good relationship with Laura, was the suspect in the murder case. The researchers analyzes the attempts by perpetrators to frame Ahmed as Laura's murder victim due to the negative stigma associated with Muslims. Here the researchers focuses the analysis on the phrase 'they want to pin the blame on him' that means the perpetrators was tried to direct public opinion to corner and consider Ahmed as Laura's murder because they considered Ahmed as the perfect person to be used as a scapegoat due to his perceived stupidity and conservativeness. The fact that Ahmed had the spare key to Laura's room further fueled their desire to frame him. However, Ahmed,

recognizing the potential for scapegoating, immediately devised a plan to prove his innocence, demonstrating his resistance against the fabricated narrative.

“The fact he’s good at playing the fool will work to his advantage. The most important thing is they don’t realize he’s awoken from his slumber!” (Miské, 2016, p. 92)

In this excerpt, the researchers analyse one of Ahmed's strategies in carrying out his resistance plan to the perpetrators of Laura's murder who have made him a scapegoat through the author's point of view. The researchers can see how the author wants to explain the negative stigma received by the Muslim minority in Paris and how his opinion of the resistance carried out by Muslims through the eyes of a Muslim. In this novel, the researchers can see even though Muslims who are included in the minority category there, they do not immediately accept the stigma directed at them. Muslims try to fight all acts of discrimination and stigmatization that befall them in various ways. one of the ways they use to fight this stereotype can be seen from how Ahmed as the main character in this novel plans his resistance by camouflaging himself as a stupid and careless Muslim like westerners have thought so far. This is in line with what Bhabha explained in his mimicry theory. simply put, this strategy is like a double gaze given by marginalized people to an authoritarian ruling group to reveal the ambivalence of that group's discourse and disrupt its authority (Bhabha, 1984, p. 129).

The researchers also concluded that one of the reasons for the success of Ahmed's resistance plan was because he was very clever and good at utilizing the situation and conditions at that time because it was very rare for someone who was accused of being a scapegoat in a murder case to be able to provide resistance that made the perpetrators who accused him cornered. In the first sentence of this quote, it is also emphasized how Ahmed is very smart by using the views of people who consider him stupid and pretends to be like a fool according to how Westerners have seen him and makes it one of his advantages in the situation he is facing.

“Ahmed must react immediately. He decides to take the easy option: no playing, no pretending ... He must genuinely realize that Laura has been murdered. That’s not far from the truth anyway.” (Miské, 2016, p. 18)

The quote above shows how the rational nature of a person who is faced with two choices in a sudden situation, then they will choose the easy option with a minimal level of risk. Decision-making in sudden or undesirable circumstances is like taking a lottery that cannot be ascertained the level of luck. In such situations, people will usually take the option that they think has less risk so that they can minimize the impact or loss they are likely to receive later (Roy, 2008, p. 4). The researchers analyzed how Ahmed, in order to launch his plan, chose to behave and answer as he was when interrogated by the detectives about his alibi during Laura's murder. Although Ahmed did not do any theatrics during the interrogation, he still filtered what information he could tell the police so that what he said would not boomerang and he would not be suspected as the perpetrator of Laura's murder.

“And to avoid falling into their trap.
How did you find out about it, this trap?

Ahmed isn’t surprised. Monsieur Paul knows everything.

Glances, comments. Sam, Moktar, Ruben ...” (Miské, 2016, p. 136)

Ahmed did not accept the scapegoat accusations against him, and he fought back. It is similar to how Said explain in his book that natural for someone to resist something that should not happen to them (Said, 2003, p. 67). Even if a person is in a minority group in the country where he lives and does not have the power to fight back, but as weak as a person is he must feel the injustice of his situation so that one day he will fight back against the mistreatment and all the negative stigma he has received in order to clear his name and show everyone that he is not what they think he is (Said, 2003, pp. 94–95). In the quote above, it is clear how Ahmed resisted the accusation of scapegoating by making another plan while following the plot that the perpetrators of Laura's murder deliberately made for him. Ahmed carefully made a plan by using the views of others towards him as his main weapon so that he could trick the perpetrators of the murder as well as avoid the traps they prepared for Ahmed.

“you’re going to play dumb. They take you for a harmless imbecile, that’s why they’re trying to put the blame on you.”(Miské, 2016, p. 138)

From this quote, the researchers again gets confirmation of how Westerners always view Muslim minorities as ignorant, inferior and easily manipulated and how Muslims as a minority group take advantage of the negative stigma directed at them by Westerners to launch their resistance. Ahmed's action in pretending to be a fool in the quote above has also been emphasized as one part of the plan he had devised earlier (Roy, 2008, p. 31) to prove that he was only used as a scapegoat in this murder case.

In the snippet of conversation between Ahmed and the owner of the bookstore where Ahmed started working as a part-time worker above, researchers can also conclude that Westerners who consider themselves to be more than Easterners are actually just a bunch of people who take things for granted. The second sentence of the quote above shows how those who underestimate and belittle Ahmed end up falling for their own game which causes Ahmed and the detectives to finally figure out their tactics.

CONCLUSION

From the discussion in the previous section, the researchers can conclude that residents from various religious and cultural backgrounds are facing discrimination based on the description and explanation provided above. This raises significant concerns about racism and discrimination, particularly against Arabs and diaspora minority in Paris. The explanation suggests that the discrimination faced by Muslims is likely a consequence of longstanding government regulations predating the arrival of immigrants. The community includes individuals with diverse backgrounds, such as manic depressives, teenage females, police officers, store proprietors, bar owners, and barbers. As passionate individuals interact with aspiring pop stars, individuals of questionable character are present in the shadows. This book emphasized the entirety of life, covering every phenomenon in each chapter, from the introduction, posing questions, to providing solutions.

Edward Said’s orientalism theory used in this research specifically describing the Western approach to studying and depicting the East. While orientalism has faced criticism for perpetuating biases and upholding power imbalances, a thorough examination of its consequences can contribute to the recessment of discrimination.

Arab Jazz commences with a murder, targeting a flight attendant. The ritualistic nature of the crime scene hints at religious extremism. Ahmed, a solitary individual of North African descent, discovers the lifeless body of Laura Vignola. This is before the introverted protagonist, Ahmed, swiftly realized that he is being framed. He hastens to his room, anticipating the imminent arrival of the police.

The researchers also analyzes how the cultural rejection experienced by Muslim immigrants in France, especially Paris through Karim Miské's *Arab Jazz* novel. After analyzing several quotations that contain rejection of Western people against Eastern culture from an Orientalism view, the researchers concludes that Western people always consider themselves the most righteous, they feel the most superior so they view Eastern nations with negative stigma such as insulting skin color and vilifying Islamic culture and religion. From the discussion section and research results, researchers can also conclude that both in reality and in stories, Western people often ignore and turn a blind eye to Muslims who are experiencing difficulties. They even ignore children who are experiencing difficulties just because they are Muslims.

The stigmatization of Muslims in France is a complex issue rooted in historical, social, and political factors. Discriminatory policies, the misuse of secularism, and the perpetuation of stereotypes have created an environment in which Muslims feel marginalized and scapegoated. To build a more inclusive and harmonious society, it is imperative to recognize the diversity within the Muslim community, challenge prejudices, and promote understanding and acceptance. Only through concerted efforts can France truly address the discrimination faced by its Muslim minority and move towards a more inclusive future.

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