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## THE PICTURE AND PICTURE INSTRUCTIONAL MEDIA TO PROMOTE STUDENTS' ACHIEVEMENT IN WRITING INSPIRATIONAL STORY

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### Abstract

Writing inspirational stories could encourage students to take positive cues from the story. Regretfully, the initial research revealed that grade IX-D students lacked enthusiasm for writing inspirational stories. In order to ensure that at least 65% of the students could receive even the smallest score of 75, collaborative action research was carried out. Sixteen out of twenty-five students (68%) received a score of 75 and above on cycle 2 after the digital picture and picture were implemented, indicating that the action research was successful. The use of the internet to implement the digital picture was the reason for the action's success. More research on internet exploitation for the purpose of educational expansion should be completed in light of the common use of the internet in educational settings.

**Keywords:** *the picture and picture, inspirational story writing, action research*

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### Introduction

By writing to explore ideas and other words, people share specific meanings based on a given topic. Writing also conveys the writer's opinion on a given topic (Niamah, 2018). According to Sinaga, Amri & Lestari (2021). A person's ability to communicate ideas, thoughts, knowledge, and experience as a productive skill is created through learning, according to Sinaga, Amri, and Lestari (2021). This includes writing exercises (Mughtar et al., 2020; Simorangkir et al., 2022), and Indonesians are not very good at it (Simorangkir et al., 2022) whereas one aspect of language skills that has an important role in human life is writing skills

(Mulyani et al., 2018). Since writing is a vital tool for idea expression, writing exercises require careful consideration.

Writing inspirational stories is one of the writing exercises used in junior high school Bahasa Indonesia classes. It is anticipated that inspirational writing can transform negative signals into positive ones (Panjaitan et al., 2023). The purpose of writing inspirational stories is to use creative literary writing to convey thoughts, feelings, and experiences. By writing inspirational stories, it is anticipated that the students will be able to take positive cues from the narrative. According to SMPN 2 Plandaan Jombang's preliminary study, grade IX- D students were less enthusiastic about writing inspirational stories, with an average score of 49.08. (See chart 1)

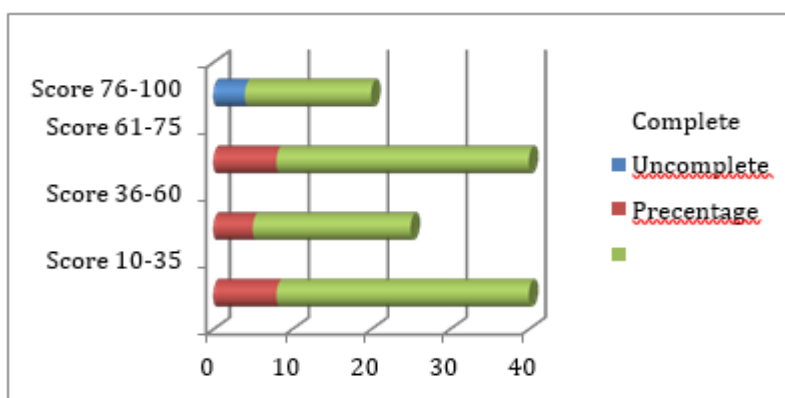


Chart 1 Students' Minimum Completeness Criteria on Preliminary Study

They have not met the established minimum completeness criteria (KKM), according to the average score. The outcome of the learning observation and conversation with the teacher of *Bahasa Indonesia* has confirmed the accomplishment (see Table 1). Further evidence that some students did not listen to the teacher's explanation during class comes from the teacher's confirmation. The students' lack of interest appears to be the root cause of their poor performance, which calls for a solution.

Table 1 Observation Result to the Teacher of *Bahasa Indonesia*

No	The Teacher's response	Agree	Disagree
1	All students pay attention to the teacher's explanation		✓
2	All students actively participated in learning activities	✓	
3	All students can work on writing assignments		✓

According to the above Table and Chart, the students' poor performance in writing inspirational stories resulted from their disregard for the teacher's explanation that they had little interest in writing. Since it uses picture as a stimulus for language experience activities in the classroom (Calhoun, 2009 cited in Meliasari & Marmanto, 2018), picture and picture is an appealing technique that can be used to increase students' interest and make writing activities more interesting (Sarifah & Apsari, 2020). According to Simorangkir et al. (2022), drawings, symbols, and colors might encourage pupils to be active and relieve stress so they can write more creatively more quickly. Picture and picture uses images as a medium to teach or help students actively learn (Sari et al., 2022; Simorangkir et al., 2022). These images can be exhibited as a huge chart or as a card.

The purpose of this study is to raise students' proficiency in crafting motivational stories with images. Sari et al. (2022) list the following benefits of using picture: 1) teachers are aware of students' abilities; 2) students are trained to think logically and methodically; 3) students are given the freedom to think; 4) students are motivated to learn more; and 5) students participate in class management. The benefits thus reinforced the rationale for using images and visuals in the creation of motivational narratives.

## Research Methods

This study offers research on how using picture can help students become better writers. By include additional observers, collaborative action research promotes a critical viewpoint on practice and was used to validate classroom observation (Kemmis & McTaggart, 1988 cited in Niamah, 2018). The study focused on 25 students in grade IX-D SMPN 2 Plandaan because it was determined that they were having issues with writing inspirational stories. The data yielded was examined quantitatively to offer descriptive analyses based on the students' achievement.

By using the picture and picture implementation procedures (see Diagram 1), the four phases of Kemmis and McTaggart, 1988 in Ni'amah (2018) were applied in order to improve the students' performance in creating inspirational stories by referring to the following activities: i) the teacher explained to students the basic competencies to be achieved, ii) the teacher presented material to students according to the theme and subject matter, iii) the teacher showed picture of activities related to the material, iv) the teacher appointed students in turn to put the picture into a logical sequence, v) the teacher asked the reason for the order of the picture, vi)

based on the order of the picture the teacher explained the material according to the competencies that she wanted to achieve, vii) the teacher asked students to draw conclusions or summaries based on learning outcomes (Pradina & Hastuti, 2017).

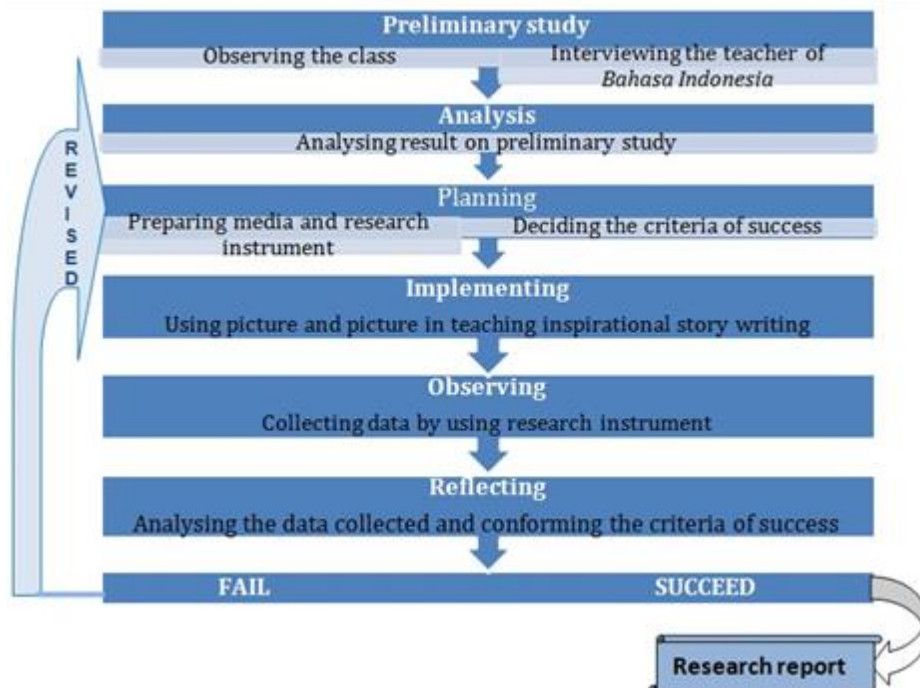


Diagram 1 Procedure of Collaborative Action Research

By taking into account the students' accomplishments and the criteria of success, the study's completion was decided upon at the reflecting step. The students' scores were used to expand the success criteria, which state that an activity can be considered successful if at least 65% of them receive even a score of 75. For the purpose of meeting the success completion criterion, the planning phase was completed in order to have revisions based on the reflecting stage.

## Results and Discussion

### Results

The achievement of inspirational story writing by picture and picture implementation was done by reflecting on the lowest score of 75 has been attained by 65% of the students. The failure of achieving the score made the researchers changed the planning step as the students' scores in the first cycle ranged from 60 to 78 (see Chart 2). The adjustment on the planning step was also confirmed to the teacher. The update included additional digital images that were shown on the LCD. Additionally, the instructor encouraged

students to talk about and comprehend how to write inspirational stories on cycle 2 more frequently. According to Sari et al. (2022), encouraging students more frequently in addition to offering a wealth of captivating images may enhance their learning outcomes. The students' learning objective in this current study is to achieve the lowest possible score of 75.

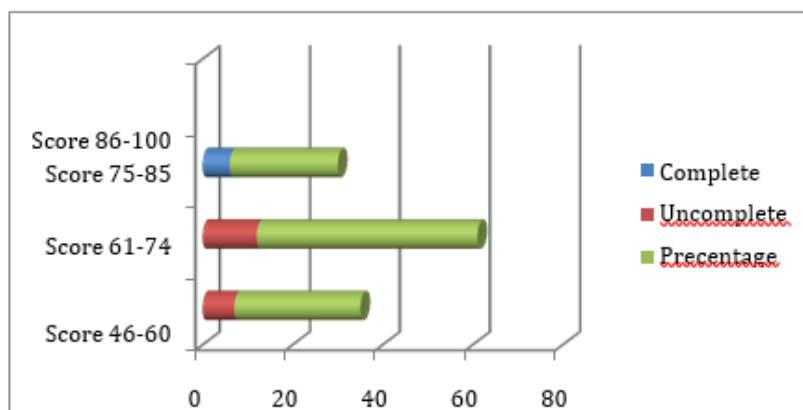


Chart 2 Students' Minimum Completeness Criteria on Cycle 1

The students' scores improved after they realized the printed picture and picture (see Table 2), but they still haven't finished the success criteria. Out of twenty-five students, only six achieved a score of 75 or higher. In the second cycle, the images were shared virtually so that every student could view and access them on their Smartphone in addition to taking in the widely projected images. The complete result can be seen in Table 2.

Table 2. Students' score

Students	Cycle 1	Cycle 2	Completeness
Student 1	75	80	√
Student 2	70	78	√
Student 3	65	75	√
Student 4	72	80	√
Student 5	70	68	√
Student 6	75	72	-
Student 7	72	67	-
Student 8	65	72	-
Student 9	75	75	-
Student 10	68	77	√
Student 11	78	79	√
Student 12	65	75	√
Student 13	78	80	√
Student 14	62	71	√



Student 15	75	76	-
Student 16	60	72	√
Student 17	60	71	√
Student 18	60	75	√
Student 19	72	78	√
Student 20	60	75	√
Student 21	60	77	√
Student 22	60	75	√
Student 23	72	75	√
Student 24	70	80	√
Student 25	60	66	√
Average Score	67.96	74.76	
Total of completeness	6	17	68%

### ***Discussion***

The use of Smartphone has been demonstrated to be a part of students' daily existence, allowing them to freely browse and surf cyberspaces that expand their knowledge (Hentasmaka et al., 2022), predominantly for students who typically use few fingers on a mobile device, which makes it easier for them to obtain information and participate in interactive discussions (Niamah, 2018). The expansive knowledge through mobile phone supported them in exploring their ideas into written inspirational story. Thus, the use of internet in doing and completing assignments (Niamah, 2018) through utilizing picture and picture digitally can be used as a problem solving in writing inspirational story. It also shows that students can access information at any time and from any location when they use ICT (Ni'amah, 2020) without any intrusive limitation.

Students achieved up to 18 achievement gain points—60 on cycle 1 and 78 on cycle 2—as a result of the use of digital picture and picture on cycle 2. Sixteen students in total increased their achievement gain points from 1 to 18. Taking into account the success criteria, 68% of the students received scores of 75 or higher. As a result, the activity was successful and it was determined that the use of digital picture and picture enhanced the students' ability to write inspirational stories. Utilizing picture and picture means they were “technologically literate being” in participating the digital era. Students' comprehension of the linguistic elements of the recount text has also been activated by the use of picture and picture (Sari et al., 2022). In addition to enhancing students' ability to write inspirational stories, images also helped them become more proficient at writing descriptive texts (Sarifah & Apsari, 2020), enhancement of students' narrative text writing, as well as enjoyable learning opportunities for subtleties (Mughtar et al., 2020).

Implementing picture and picture digitally does not only improve the students' writing skill but also endow with learning intimations.

## Conclusion

Based on the criteria of success formulated, students' achievements were accomplished on cycle 2 when 68% of the students attained minimal score of 75. They were completed after implementing picture and picture digitally based on revision on the reflecting stage. The distribution of picture and picture digitally made the students felt liberated in exploring their knowledge. Thus, it can be concluded that picture and picture can enhance the students' achievement in writing.

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## ECOCRITICAL AWARENESS IN THE NOVEL *ANIMAL'S PEOPLE* BY INDRA SINHA

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### Abstract

This study aims to depict the ecological crisis and the portrayal of environmental awareness in Indra Sinha's novel *Animal's People* (2007), set against the backdrop of a devastating chemical accident. The research examines how the novel's characters, who are victims of the disaster navigate their disrupted lives while grappling with the environmental chaos that occurs. Through the lens of Greg Garrard's (2004) ecocriticism and ecology theory, this qualitative analysis delves into three distinct forms of environmental awareness: pastoral, wilderness, and dwelling. These concepts are used to unravel how the novel critiques industrial society's impact on nature and advocates for a deeper, more harmonious relationship between humans and their environment. The findings reveal that the characters' struggles are not just for survival but also for reclaiming their connection with the natural world, which has been severely compromised by the disaster. This study highlights the novel's powerful commentary on the urgent need to address environmental degradation and the social injustices intertwined with ecological issues, emphasizing the importance of preserving the surroundings for future generations.

**Keywords:** *ecological crisis, ecocriticism, ecocritical awareness*

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### Introduction

The advent of globalization and the digital economy has brought about significant advancements in technology, contributing to economic growth and improved human life. However, these advancements have had an unintended negative impact on the environment. Increased urbanization, construction of tall buildings, and exploitation of natural resources have resulted in the depletion of green spaces, contributing to the loss of forest areas globally. Indonesia, once known as the "lungs of the world," has seen a

dramatic loss of forests, endangering biodiversity and the well-being of its citizens. Another pressing environmental issue is waste management, which remains a major challenge in many countries, including Indonesia. The nation's waste volume has steadily increased, with 70 million tons recorded in 2022 (Duka, 2022). The management of this waste continues to be a concern, as improper waste disposal contributes to environmental pollution and health issues. This problem is not unique to Indonesia but is a global concern, necessitating collective efforts in promoting responsible waste management and environmental education. The challenge of addressing environmental degradation is compounded by societal habits that prioritize convenience over environmental responsibility. In some developed countries, sophisticated waste management systems and early childhood education about environmental stewardship have led to more sustainable practices. However, developing nations often lack the necessary infrastructure and governmental systems to address waste management effectively, further exacerbating environmental issues.

In light of these concerns, ecocriticism has emerged as an important field of study within literary studies, emphasizing the relationship between literature and the environment. Ecocriticism broadly examines the relationships between literature, the environment, and human culture (Madula et al., 2017; Garrard, 2004). Moreover, Bachtiar (2019) stated that the primary goal of ecocriticism in literary criticism is to contribute to the resolution of environmental degradation and the preservation of the biosphere. On the other hand, in his comprehensive work, Garrard (2004), contended that "accessible volume traces the development of the movement and explores the concepts that have most occupied ecocritics, including pastoral, wilderness, and dwelling" (p. 12). Pastoral literature advocates for humans to view themselves not as owners of the earth, but as stewards who should treat the environment with respect and care for other species (Garrard, 2004). Pastoral literature often portrays nature in ways that encourage environmental care and protection. Garrard (2004) argued that categorized the pastoral into three branches; 1) classical pastoral, 2) romantic pastoral, and 3) American pastoralism.

Wilderness, within the context of ecocriticism, represents a perspective that emphasizes the preservation of nature, while maintaining a comfortable lifestyle. Meanwhile, Wilderness refers to natural environments that remain untouched by human civilization, presenting a powerful construct of nature (Gerrard, 2004). These areas are specifically organized to protect ecosystems and species, offering a retreat for individuals seeking to escape the moral and material challenges of urban life. In ecocriticism



wilderness is significant as it symbolizes a renewed and authentic relationship between humanity and the earth (Garrard, 2004).

Ecocriticism generally categorizes wilderness into two distinct views regarding its treatment. Garrard (2004) believed that new world wilderness is different with old world wilderness. On the other hand, The concept of dwelling in ecocriticism is inherently positive as it emphasizes living in harmony with one's environment. It is also significant because it challenges more transient or superficial interactions with nature, advocating instead for a deep, long-lasting connection with the land and its history.

Regarding the concept of dwelling in ecocriticism, Garrard (2004) contented that "dwelling is not a transient state; rather, it implies the long-term imbrication of humans in a landscape of memory, ancestry, and death of ritual, life, and work" (p. 108). Garrard's inclusion of "memory, ancestry, and death" emphasizes that dwelling involves a recognition of the past and a connection to those who have come before. It is a state of being that respects the history of the land and acknowledges the cycles of life and death that occur within it. This connection to the past is crucial in fostering a sense of place and belonging. Dwelling also encompasses the daily activities and rituals that sustain life. These are not merely functional but are imbued with meaning, contributing to the ongoing relationship between humans and the landscape. This idea opposes the notion of nature as a backdrop for human activity; instead, nature and human life are deeply connected through the rhythms of work, life, and ritual.

Novels remain popular and serve as valuable learning resources for the younger generation. Clearly, "novel writing prose is long and contains a series of stories about a person's life with those around him by accentuating the character and nature of the perpetrators" (Siswanto, 2008, p. 141). Unlike more complex genres like romance, the issues explored in novels are usually diverse, and the events are often confined to a specific period. Related to the ecocriticism, the novel *Animal's People* by Indra Sinha provides a compelling exploration of the intersection of industrialization, environmental degradation, and human suffering, particularly in the context of the Bhopal disaster.

There are two objectives of this study. First, it is to find out and describe the depiction of human attitudes towards environmental concerns shown by the characters in Indra Sinha's novel *Animal's People*. The last, it is to describe the dealing of the character and the community of Khaufpur as they experience an ecological crisis in the novel.

This research contributes to the field by highlighting the role of literature in environmental discourse, offering insights into how narratives

like *Animal's People* can influence readers' perceptions of ecological crises and human responsibility. Through this study, the writer seeks to emphasize the importance of ecocritical awareness in contemporary literary analysis and its potential to foster a more sustainable and environmentally conscious society.

### **Research Methods**

A qualitative descriptive approach is used in this study. Qualitative research began with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem (Creswell, 2016). Qualitative approach focused on how the researchers understand the concepts, experiences, and thoughts in a story of the object of the analysis. It means the results of the analysis are described in the form of an explanation of words. This method is used to describe human attitudes toward an environmental concern and dealing of ecological crisis on the Khaufpur community in the novel *Animal's People* by Indra Sinha.

### ***Data Collection***

There are several steps to collect data for analyzing the object of the study. The first step was to read the novel *Animal's People* by Indra Sinha. The second step, the writer revisited the story thoroughly by rereading and paying close attention to the details of each word to identify the central issue by noting. After that, the data were classified according to similarities or differences to refine the selection for analysis. This classified data were then structured to form a conclusion based on the most dominant findings. Finally, the data were elaborated by using relevant theories that supported the primary issue of the study, which focused on ecocriticism and ecology.

### ***Data analysis***

In this data analysis, the novel *Animal's People* by Indra Sinha is analyzed. The analysis focuses on human attitudes towards environmental concerns shown by the characters as well as to find out and analyze the ecological crisis that affects the characters in affected communities in the novel *Animal's People* by Indra Sinha. Garrard's ecocriticism and ecology theory was used to analyze the attitudes of disaster-affected communities toward the environment and to analyze the effect of ecological crisis was also applied to this research perspective. After the disaster, natural damage by humans has made the conditions in the affected areas undergo many changes. One of them is damage to the air, soil, and water, which indirectly also affects how the characters deal with the ecological crisis that happened in their current environment. The conclusions in this qualitative descriptive study later produced new findings that can be the answer to the research problem. The conclusion is in the form of a description of the object of this

study. Finally, at this step, the results and conclusions of the study were gotten.

## Results and Discussion

### *Results*

The ecocritical awareness which are presented in this story is based on a boy's existence in an environment affected by a chemical accident, that is played by the main character, Animals. This novel talks about a young guy named Animal, who is the story's protagonist, he was born with malformed legs due to a chemical accident and has endured a life of misery. Animal is a strong, resourceful person who uses his intelligence and cunning to live despite his challenges. The narrative chronicles his quest to learn the truth about the catastrophe and those responsible for it to assist his community receive justice. The novel is a powerful depiction of the challenges of the disaster survivors, who must contend not only with the psychological and physical wounds left by the tragedy but also with the pervasive poverty, corruption, and unfairness that blights their lives.

There are some environmental awareness depicted in the novel *Animal's People*. Those environmental awareness done by the character in the novel can be categorized into three branches of environmental awareness such as pastoral issue, wilderness issue, and dwelling issue (Garrard, 2004). The environmental awareness dealing with pastoral issues depicted by the character appears 6 times. Related to pastoral issue, the character reflects the classic pastoral idea of finding peace, harmony, and stability between nature and human. Moreover, there is one picture of classical pastoral theme when the character's reluctance to share his story and his self-deprecating description of him as "a small person who is not even human" highlight a deep sense of humility and connection to the larger realm. This reflects the classic pastoral ideal of finding peace and stability in nature, away from the disruptive forces of societal change. Besides, there are two picture of romantic pastoral theme found in the novel.

Afterward, the environmental awareness shown by the character who deals with wilderness also appears 6 time. They are shown by the character in the novel through various events such as when a character uses some words like "trees, rainbow, and the act of making the earth". It underscores a profound bond with the wild aspects of nature. The protagonist's interactions with these elements highlight a deeper ecological awareness and an understanding of the interconnectedness of life. Most of wilderness issue depicted by the characters also used to show critiques related to the exploitation and manipulation of the wilderness for human benefit that lead to ecological crisis. Meanwhile, related to dwelling issues, it

appears 5 times. From the data, it is discovered that environmental factors and historical experiences have shaped how human civilization views nature as a place of habitation.

On the other hand, there are 6 pictures in the novel that describe how the character deals with the ecological crisis. One of examples is they face environmental injustice when the most vulnerable populations are subjected not only to the physical dangers of pollution but also to the psychological and social harm stemming from systemic corruption and denial.

## ***Discussion***

### ***Environmental Awareness Depicted in the Animal's People***

The culture of protecting the surrounding environment has been introduced and instilled for centuries by our predecessors. This environmental awareness shows how the existence of character instills this in social life.

#### ***Pastoral Issues***

The pastoralism in the novel can be seen in the quotation below.

*"I said, I am a small person not even human, what difference will my story make? You told me that sometimes the stories of small people in this world can achieve big things, this is the way you buggers always talk". (Sinha, 2007, p. 3)*

From the quotation above, it is clear how the author wants to convey a picture of how humans can have stability with nature without having to destroy it. The character's reluctance to share his story and his self-deprecating description of him as "a small person who is not even human" highlight a deep sense of humility and connection to the larger realm. This reflects the classic pastoral ideal of finding peace and stability in nature, away from the disruptive forces of societal change. Moreover, the character's concern for the impacts he feels in the story shows a broader awareness of environmental issues, which is in line with the principles of ecocriticism. Pastoralism in this context, functions as a critique of modern industrial society, stating that true harmony can only be achieved by recognizing and appreciating the interconnectedness of all forms of life. This depiction emphasizes the need to protect nature to maintain balance and stability.

The quotation below describes a character who has advantages when he has physical limitations.

*"I know most of the Inglis words, those I don't know spit their meanings into my ear. C'est normal. Since I was small I could hear people's thoughts even when their lips were shut, plus I'd get en passant comments from all types of things, animals, birds, trees, rocks giving the time of day. What are these voices, no good asking me. When at last I told Ma Franci about them, she got worried, soit un fléau soit une bénédiction, curse or blessing, that's*

*what she said. Well, she should know whose own brain's full of warring angels and demons." (Sinha, 2007, p. 8)*

From the data above, it is also explained how the author views stability between humans and the natural environment as an essential aspect of pastoralism. The protagonist's ability to hear thoughts and receive messages from animals, birds, trees, and rocks highlights a deep, almost mystical connection with nature. The words "animals, birds, trees, and rocks" indicate that the protagonist's ability to hear thoughts and receive messages from other creatures highlights a deep and almost mystical connection with nature. This connection suggests a form of communication and understanding that transcends the human experience, emphasizing a harmonious relationship with the natural world. The character's interactions with nature and his interpretation of the voices he hears reflect the classic pastoral ideal of finding stability and comfort in the natural environment. By illustrating how the protagonist navigates his world with great sensitivity to the natural elements around him, Sinha underlines the importance of maintaining balance with nature. This balance is described as a source of resilience against the chaotic and often destructive forces of societal change.

The next quotation shows that one of the character's duties is to spy on troublemakers if at any time they act as they please in this residence or environment.

*"So Eyes, this was my job, to keep my eyes and ears open and report to Zafar if anything unusual was going on in the bastis. I was to listen in the streets and chai shops, find out what the government, municipal etc. were up to, because those buggers are always up to no good. Thus within weeks I caught a plan to evict some people from near the railway and told Zafar, who put an end to it. People showed me respect because I was one of Zafar's" (Sinha, 2007, p. 27)*

In the quotation above, the author seems to be telling how the characters in the novel try to behave as if the human environment needs to be stabilized against the natural environment, which becomes a reference so that nature and humans can survive. This can be said to be ecocritical, where pastoralism is taken into consideration to convey ideas about ecocriticism. In the passage, the protagonist's role in the community is highlighted. His job is to observe and report any unusual activity to Zafar, who represents the authority figure and protector of society. The figures' vigilance and efforts to prevent the eviction of communities around the railroad tracks show a strong sense of responsibility towards the human environment. This role is in line with the principle of pastoralism, where the stability and welfare of society are closely related to health and environmental protection.



The quotation below shows that the character describes the atmosphere of his environment and can influence the natural surroundings.

*“Step through one of these holes, you’re into another world. Gone are city noises, horns of trucks and autos, voices of women in the Nutcracker, kids shouting, all erased by the high wall. Listen, how quiet it’s. No bird song. No hoppers in the grass. No bee hum. Insects can’t survive here. Wonderful poisons the Kampani made, so good it’s impossible to get rid of them, after all these years they’re still doing their work.” (Sinha, 2007, p. 29-30)*

This quotation also vividly contrasts the factory’s insular environment with the outside world, emphasizing its transformative impact. The description of the factory as a realm isolated from the city’s vibrancy—characterized by the absence of familiar urban sounds—highlights the profound environmental impact of industrial pollution. The word "Gone are city noises" underscores how the factory creates a sensory void, reflecting the extensive ecological disruption caused by industrial activities. The quotation above can be called a pastoral form because the author explains how the thinking above discusses the stability of the human and natural environment. Even though humans do not show they can live stable this is also part of ecocriticism, where the author explains how the human environment can influence the natural surroundings.

The next quotation below shows a portrait of the factory area which has a detrimental impact on the natural environment.

*“A little way off, across the tracks and near the factory wall, is a falling down tower of stone with grass growing out of its walls. Some bigwig built it hundreds of years ago, in those days the factory lands were orchards. It was maybe a tomb, no one knows its purpose, when the poison factory came and threw its wall around the orchards, this ruin was left outside.” (Sinha, 2007, p. 42-43)*

The quotation above shows how ecocriticism is depicted in the novel by the author, where stability between society and nature can actually occur if humans as residents of the earth can take better care of it, so that the environment and nature will be better. This passage juxtaposes the historical and the contemporary, highlighting the transformation of a landscape from a place of pastoral beauty to one dominated by industrial blight. The word “a falling down tower of stone with grass growing out of its walls”, symbolizes a forgotten past and the resilience of nature. It represents a time when the land was productive and cared for, contrasting sharply with the current state of degradation following the establishment of the factory. This is in contrast to the romantic pastoral concept, which highlights the period after the industrial revolution which saw “rural independence” as is not reflected in the current condition of Khaufpur village.

The quotation below literally spells out the idea of human and natural stability.

*"This was the bird-shit scam, we'd play it with me as the number one and Faqri like today flicking the bird-shit. Usually Abdul Saliq would find us the number three, had to be a specialist. We earned well, until I got caught. See, if you are going to con people and get away with it you have to be able to vanish in a crowd, but not many Khaufpuris go on fours" (Part 120-121).*

This passage, ecocritically, the "bird-shit scam" can be seen as a metaphor for the environmental degradation and the pervasive presence of waste in Khaufpur. The scam's reliance on substances often considered waste or byproducts underscores the community's intimate relationship with pollution and decay. This familiarity with waste contrasts sharply with the romanticized pastoral ideal, where nature is pristine and untainted. The passage also touches on issues of visibility and marginalization. The protagonist's reference to "vanishing in a crowd" and the difficulty of doing so due to his physical appearance suggests a critique of how marginalized individuals are often hyper-visible and yet socially invisible, leading to cycles of criminalization and exploitation. This reflects broader themes in ecocriticism that examine how environmental and social injustices intersect, particularly for vulnerable communities.

#### *Wilderness Issues*

Ecocriticism generally categorizes wilderness into two distinct views regarding its treatment. Garrard (2004) believed that new world wilderness, especially prominent in later American literature, adopts the pastoral trope of 'retreat', portraying wilderness not as something to fear, but as a sanctuary. This new world wilderness concept has significantly influenced the 'American identity', often presenting encounters with the wilderness that led to a more 'authentic existence' (Garrard, 2004). The other explanation, old world wilderness, views it as a realm beyond civilization's borders, often perceived as a threat or a place of exile (Garrard, 2004). According to him, the old world wilderness view reflects a historical fear of nature as a wild and untamed force, representing a place beyond the safe confines of human society.

The wilderness point of view in the novel can be seen in the quotation below.

*"The voice tells me things I couldn't know, shows me stuff I don't want to see. If I could open a window and run I would but no escape there's, the window opens inward, to the visions and uncapturable beauty. The trees are tusked in Siva, I vomit rainbows, when I dung I make the earth." (Sinha, 2007, p. 347)*

This quote describes a mystical and transformative relationship between the characters and the wild that seems familiar but feels sad. The imagery of the words “trees, rainbows, and the act of making the earth” underscores a profound bond with the wild aspects of nature. The wilderness here represents both beauty and chaos, reflecting the uncontrollable and untamed forces of the natural world. The protagonist's interactions with these elements highlight a deeper ecological awareness and an understanding of the interconnectedness of life. In the face of ecological crisis, this bond with the wilderness provides a sense of identity and purpose, helping the character navigate the challenges posed by environmental degradation.

The next quotation describes the character's difficulties while living in a damaged environment.

*“I am a small burning, freezing creature, naked and alone in a vast world, in a wilderness where is neither food nor water and not a single friendly soul. But I'll not be bullied. If this self of mine doesn't belong in this world, I'll be my own world, I'll be a world complete in myself.” (Sinha, 2007, p. 350)*

This quotation emphasizes Animal's profound sense of isolation and struggle in a metaphorical wilderness. His declaration to become his own world reflects his resilience and determination to survive despite the harsh and hostile environment. The wilderness here represents not just a physical space but also a state of being—an embodiment of the ecological crisis that has rendered his world barren and uninhabitable. Animal's struggle to carve out his own existence amidst this desolation mirrors the broader struggle of humanity to find balance and survival in an increasingly damaged ecosystem. This part is reflected in the ecocriticism of the old world wilderness which is treated as a threat and feels like a foreign place for Animals living in an unhealthy environment.

The quotation below describes the condition of Animals character every day, who longs for a beautiful life in his environment. “Across the valley trees on another hillside are churning in an invisible storm. I'm lying on my side, looking up into the sky, which is dark, above me large birds are circling.” (Sinha, 2007, p. 351) This passage vividly captures the dynamic and often violent changes in the natural world surrounding Animal. The “invisible storm” and the churning trees underscore the turmoil and unpredictability of nature, reflecting the broader ecological instability caused by human actions. The presence of circling birds and the shifting weather patterns reflect the internal chaos within Animals and the precariousness of their existence. This aligns with the wilderness theme, showcasing nature's raw and untamed aspects, and how it parallels the disrupted lives of people like the character

Animal and other villagers, who must navigate and endure the repercussions of ecological disasters.

The next quotation explains Animal's suffering so far living like in the wilderness. "That night I died. I crawled down from that tree to find somewhere to finish. Fever was crackling in me, I was dry as a sucked-out, shrivelled orange, the lizard was waiting." (Sinha, 2007, p. 351) This passage captures a moment of intense physical and existential crisis for Animal, set against the backdrop of a wilderness that is both literal and metaphorical. His description of crawling down from the tree in a feverish state, feeling desiccated like a "sucked-out, shrivelled orange," vividly conveys his physical suffering and the extremity of his condition. The wilderness here is a place of trial and near-death experience, where Animal confronts the limits of his endurance. The mention of the lizard waiting adds a predatory element to the scene, emphasizing the hostility of the natural world around him.

From an ecocritical perspective, this passage highlights the intersection of human and environmental suffering. Animal's physical deterioration can be seen as a direct consequence of the ecological disaster that has ravaged his community. The wilderness, in this context, is a space where the character's personal crisis is amplified by the broader environmental crisis. The imagery of dryness and decay reflects the larger theme of environmental degradation and its impact on human life.

The other quotation that explains wilderness is;

*"The buffalo says, 'Here I am far from my two Italian greyhounds to offer you a big important job with the Kampani with plenty of salary plus you can ride in my car.' Evening brings Pandit Somraj walking towards me through the trees. He's holding two birds, one per hand, squeezing them to make them sing, says he, 'No music in this world you cannot learn.'"*  
(Sinha, 2007, p. 349)

In this quotation, the imagery of the buffalo and the birds in the hands of Pandit Somraj underscores the complex relationship between humans and the wilderness. The buffalo's offer represents the industrial and capitalist forces encroaching on the natural world, while Somraj's interaction with the birds symbolizes a more intimate, albeit controlling, connection with nature. This scene critiques the exploitation and manipulation of the wilderness for human benefit, reflecting the broader theme of ecological crisis. Animal's interactions with these characters highlight his position between these conflicting forces, showing how the ecological crisis affects not only the environment but also human relationships and societal structures.

#### *Dwelling Issues*

Regarding to the idea of dwelling in ecocriticism, it is discovered that environmental factors and historical experiences have shaped how human civilization views nature as a place of habitation.

The following quotation talks about the place where Animals and other people live in an environment affected by a chemical accident.

*"When jarnaliss and foreigners come to Khaufpur they always think the factory is a big building. It isn't. Its wall seems never-ending, and inside is an area equal to the whole of the Nutcracker. Here and there are holes in the wall as if a giant has banged his fist through, it's where people have dug out bricks for their houses, our end of the Nutcracker is made mostly of death factory. Look inside, you see something strange, a forest is growing, tall grasses, bushes, trees, creepers that shoot sprays of flowers like fireworks". (Sinha 2007, p. 29)*

The passage describes a place "death factory" that has been deeply affected by human tragedy yet it has also become a part of the local community's existence. The word "death factory" indicates that once a site of industrial activity and disaster, have been integrated into the daily lives of the people who live in its shadow. The factory, now a part of the community's physical and cultural landscape, holds layers of meaning—memories of the disaster, the ongoing struggle for survival, and the resilience of both the people and the environment. The word "you see something strange, a forest is growing, tall grasses, bushes, trees, creepers that shoot sprays of flowers like fireworks" describes how nature begins to reclaim the space that has been destroyed by humans, this chaotic dwelling has become part of the existence of the local community forced to become part of their home. This is not simply about residing in a place; dwelling is about more than just physical habitation; it reflects a holistic engagement with the environment that includes cultural and ancestral ties. As well as the rituals and work that give life meaning, all of which shape and are shaped by the human experience, and how these elements together create a deep sense of belonging and identity that persists over time.

The quotation below describes the atmosphere in the village at night which is always the same but looks different. "Endless the way home is, there's moonlight on the ground, splashed all over, making familiar ways strange, it's glittering in the gutters, washing over small unlovely things, transforming them into precious objects." (Sinha, 2007, p. 272) The quotation speaks to this concept of dwelling by capturing a moment where the familiar landscape is transformed into something both strange and beautiful under the moonlight. The word "endless the way home" suggests a journey that is not just physical but also metaphorical, representing a deeper connection to the place that is being navigated. Moreover, the quote reflects the idea that dwelling is not a transient state but an ongoing, enduring relationship with a place. The landscape is not just a backdrop for human activity; it is an active participant in the lives of those who dwell within it, shaping their experiences, memories, and identities.



The word "moonlight on the ground, splashed all over, making familiar ways strange, it's glittering in the gutters, washing over small unlovely things, transforming them into precious objects" highlights the idea that dwelling allows for a re-interpretation of the environment. Even the mundane and overlooked aspects of the landscape are imbued with new meaning and value. In short, the quote fits the context of Garrard's ideas about dwelling involves a profound engagement with the environment that encompasses life, memory, and meaning, which portrays a landscape that is both intimately known and perpetually mysterious. A place where the familiar and the strange coexist, and where every small detail of the environment holds significance. This reflects the idea that dwelling is a long-term, multifaceted relationship with a place that shapes and is shaped by the people who live there.

In short, those quotations align with Garrard's concept of dwelling by portraying a place deeply marked by memory, death of ritual, and life. The factory, now a haunted and shunned location, serves as a powerful reminder of how spaces can be imbued with the past, transforming them into significant sites of memory and reflection. The animal making its lair in the abandoned factory represents the ongoing, cyclical nature of dwelling, where places evolve and are continuously redefined by their history and the natural world

### ***Form of Facing the Ecological Crisis***

According to Garrard (2004), by examining the cultural constructs and representations of nature, ecocriticism offers valuable insights into how literature can both reflect and influence societal attitudes toward the environment. In this way, ecocriticism serves as a vital tool for understanding the ecological challenges depicted in literary works and advocating for a more just and sustainable world. The quotation below shows the actions of government officials that influence distrust in government and worsen the social and psychological clash of the ecological crisis.

*"...everyone here knows it. Government types are lying. Zahreel Khan the minister himself came here to the Nutcracker and in front of a crowd of jornaliss took a glass of well water and drank it to show it was safe. But Chhoté Ram, son of Mukund the tailor saw him a minute later go behind a house and stick two fingers down his throat." (Sinha, 2007, p. 110)*

This quotation underscores the profound mistrust and systemic corruption that intensify the ecological crisis in Khaufpur. The word "everyone here knows it" reveals a widespread awareness among the locals about the contamination of their water supply, despite the government's denial of this truth. Moreover, this incident highlights the stark divide between the lived experiences of the local people and the official narrative

promoted by those in authority. The fact that "everyone here knows it" but "government types are lying" emphasizes the disconnect between the affected community and the institutions meant to protect them. The minister's public act of drinking well water to "show it was safe" is a symbolic gesture intended to reassure the public and uphold the illusion of safety. However, the fact that he "stick two fingers down his throat" which means secretly induced vomiting afterward exposes the hypocrisy and deceit embedded in the government's approach to the crisis. This deceptive show of confidence highlights the calculated efforts of those in power to downplay the severity of the environmental contamination, prioritizing public image over public health. His actions also symbolize a broader issue of environmental injustice, where those in power can shield themselves from the crisis's consequences while the vulnerable population is left to bear the toxic burden.

The passage also illustrates the helplessness of the Khaufpur people in the face of governmental and corporate denial. The minister's actions exemplify how authorities manipulate information to maintain their control, despite the undeniable reality of the contamination. This manipulation worsens the ecological crisis by preventing genuine accountability and meaningful intervention, leaving the residents to suffer the ongoing effects of their polluted environment. This gap between reality and the government's official stance deepens the residents' feelings of betrayal and abandonment, exacerbating the social and psychological toll of the ecological crisis. The passage emphasizes the theme of environmental injustice, where the most vulnerable populations are subjected not only to the physical dangers of pollution but also to the psychological and social harm stemming from systemic corruption and denial.

The next quotation highlights the exploitation and manipulation of people in the aftermath of the ecological disaster. "That Kampani is the very devil. They made it free deliberately because they knew that the poor have no money for the other hospitals." (Sinha, 2007, p. 147) The word "Kampani is the very devil" describes the malevolent role of the corporation responsible for the industrial catastrophe. At first, they appeared to be helping the community by offering free health services. However, the underlying motive is far more sinister—this gesture is a calculated effort to control the narrative and present a facade of corporate responsibility. Furthermore, the metaphor of the word shows the moral bankruptcy of such corporations, highlighting the ethical and human costs of their actions. The fact that these services are provided at no cost poured into words "because they knew that the poor have no money for the other hospitals" reveals the corporation's awareness of the residents' dire economic situation, which they exploit to their advantage. This exploitation of the poor people underscores the intersection of environmental and social injustice, where those responsible for the disaster now use the resulting poverty to maintain their power and influence.

Moreover, the passage touches on the broader issue of environmental injustice, where poor people bear the brunt of ecological disasters and are left with minimal resources to manage the aftermath. The corporation's

exploitation of their vulnerability perpetuates a vicious cycle of poverty and environmental degradation, trapping the marginalized in a system that continues to cause them harm. This analysis calls for systemic change to address the root causes of environmental and social injustice, emphasizing the moral imperative to hold corporations accountable for their actions to protect the rights and well-being of vulnerable communities. The passage serves as a compelling critique of how corporate greed exacerbates ecological crises, leaving poor people to suffer devastating consequences.

The next quotation below explains a powerful condemnation of the extreme environmental degradation and the resulting human suffering.

"Take a look. It's not just blacked out streets and killer traffic, people in this city tolerate open sewers, garbage everywhere, poisoned wells, poisoned babies, doctors who don't do their jobs, corrupt politicians, thousands of sick that no one seems to care about." (Sinha, 2007, p. 151)

The stark depiction of "open sewers, garbage everywhere, poisoned wells" illustrates the city's severe neglect and decay. The ecological disaster goes beyond physical degradation; it is deeply intertwined with social and political failures. The words "poisoned babies" and "thousands of sick" highlight the tragic human toll of this environmental catastrophe, where the most vulnerable are the first to bear the consequences. The failure of healthcare professionals and the corruption among politicians further exacerbate the crisis, transforming it into a pervasive catastrophe affecting every aspect of Khaufpur's life. This imagery of decay and corruption underscores the idea that a broader societal breakdown mirrors the environmental collapse.

Moreover, the passage reflects the normalization of this dire situation, as the people of Khaufpur are described as "tolerating" these conditions. This tolerance suggests a sense of resignation or helplessness, where the inhabitants are forced to accept the intolerable because they have no other choice. The ecological crisis has become so ingrained in their daily lives that it is no longer questioned, only endured. The term "tolerate" also implies a collective desensitization to the suffering and environmental decay surrounding them, further deepening the tragedy. This normalization of the crisis serves as a critical commentary on how prolonged exposure to environmental degradation can erode the very fabric of a community, leading to a state where even the most horrific conditions are accepted as the norm.

Lastly, the passage encapsulates the notion that the ecological crisis in Khaufpur is not merely an environmental issue but also a profound moral and ethical failure. The city's acceptance of poisoned water, sick children, and corrupt governance reflects a broader collapse of care and responsibility. The ecological disaster has exposed the failures of those in power—individuals and institutions meant to protect and provide for the community—who instead perpetuate a cycle of suffering. This failure of governance and social responsibility exacerbates the crisis, making it evident that the disaster in Khaufpur is as much about the collapse of human systems as it is about the destruction of the natural environment.

The next quotation offers a complex interplay of destruction and opposing narratives of hope for renewal after the industrial disaster. "...the factory is still there, blackened by fire it's, but the grass is growing again, and the charred jungle is pushing out green shoots." (Sinha, 2007, p. 365) The word "the factory is still there, blackened by fire it's" shows as a haunting relic, a stark monument to the unchecked industrial forces that ravaged the environment. The eternal presence of the factory underscores the persistent consequences of such devastation, suggesting that the wounds inflicted upon the ecosystem are far from healed. This image sums up the concept of environmental legacy, emphasizing how the repercussions of industrial pollution can persist long after the initial event.

However, the passage also introduces a countervailing narrative of hope. The emergence of the word "the grass is growing again, and the charred jungle is pushing out green shoots" symbolizes nature's resilience and it is the innate capacity to regenerate. This imagery evokes a sense of optimism, suggesting that life can find a way to endure even in the face of adversity. Yet, this renewal is tempered by the ongoing presence of the factory, highlighting the precarious nature of ecological recovery. The juxtaposition of destruction and regeneration underscores the complex and multifaceted nature of the environmental crisis, suggesting that while nature possesses remarkable restorative powers, human-induced damage can leave lasting scars. The image of the factory and the growing vegetation together form a powerful metaphor for the ongoing struggle between humanity and the environment, a battle that continues to shape the future of our planet. Ultimately, this incident invites us to reflect on the delicate balance between human progress in terms of industrialization and environmental preservation.

## **Conclusion**

The form of environmental concern shown by the author in his characters is in terms of the theme of pastoral, dwelling, and wilderness to criticize the impact of modern industrial society on the environment and social justice. The depiction of the lives of the characters and their surroundings highlights the dissonance between nature and human actions. The imagery and symbolism emphasize the need for harmony between humanity and the environment. The exploration of the theme of dwelling emphasizes the importance of respecting and loving one's place of residence. In the study of ecocriticism, dwelling goes beyond mere habitation; it involves an enduring relationship with the land, shaped by memory, ancestry, and the rhythms of life. The novel portrays this through the characters' interactions with a landscape marked by a chemical disaster, where nature begins to reclaim spaces once dominated by industrial activity. The narrative explores the emotional and psychological significance of dwelling, showing how familiar landscapes and the creation of new homes serve as sources of healing and renewal. The Khaufpur community despite

the hardships they face, demonstrates a deep connection to their land, which is closely intertwined with their identity and cultural heritage. This connection highlights the broader implications of environmental degradation, not only on the physical landscape but also on the cultural and social fabric of society.

In addressing the ecological crisis, *Animal's People* underscores the intersection of environmental and social concerns through movements like ecofeminism, social ecology, and ecological justice. This is marked by the characters' responses to the ecological crisis being faced, which is depicted by a complex interaction between disbelief, resignation, and a sense of doom. Lack of knowledge makes them act and feel that the incident is superstitious, therefore many of the victims are always in denial. Other factors of the impact of the ecological crisis such as poverty and their lack of power in the eyes of the government also worsen the situation. The existence of systemic corruption practices and environmental injustice exacerbate the ecological crisis, as seen in government fraud and exploitation of vulnerable populations. As a result, the victims only wait for the uncertainty of assistance from the government and philanthropists to survive during the chaos. The crisis is also not just an environmental or physical reality but is deeply embedded in the psychological and cultural structure of society. Despite the destruction, the narrative offers a contrasting theme of natural resilience, which symbolizes hope amidst ongoing environmental challenges. analyze how literature, through ecocritical analysis, can raise awareness about environmental crises and promote a more responsible and sustainable relationship with nature.

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## EXPLORING STUDENTS' PERCEPTION ON DIFFICULTIES OF STRUCTURE AND WRITTEN EXPRESSION IN TOEFL TEST: A CASE STUDY

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### Abstract

The present study aims to explore students' perceptions of the difficulties they encounter in the "Structure and Written Expression" section of the TOEFL test at Pamulang University. This study is grounded in the context of the ongoing challenges in test preparation, particularly as students face obstacles related to grammar, sentence structure, and familiarity with the test format. The research utilizes a qualitative approach, specifically employing a case study method to gain a deep understanding of the students' perspectives. Three participants were selected based on specific criteria: Academic Performance, completion of a TOEFL course in the previous semester, and varying levels of TOEFL scores. The data collection process involved in-depth interviews with the participants, which were analyzed through thematic analysis to identify, analyze, and report patterns (themes) within their responses. This allowed for a rich, detailed interpretation of the challenges students face, focusing on their personal experiences with the "Structure and Written Expression" section. The findings from this research are expected to shed light on the common issues faced by students and suggest potential improvements in TOEFL test preparation methods. This study aims to provide valuable insights that could inform more effective instructional strategies, ultimately enhancing students' performance and confidence in the TOEFL test.

**Keywords:** Students' perception, TOEFL, qualitative

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### Introduction

The variety in human perception is well-recognized; every individual sees the world in their own way, which influences how they interpret and respond to different experiences. A person's preferences, whether they like or dislike something, are often



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shaped by their personal beliefs and reactions. This notion highlights that each person has a unique perspective that guides their understanding of the world. Furthermore, individuals process information from various aspects of life, including their educational experiences, in ways that are personal to them.

Research shows that belief systems are the cognitive processes through which individuals become aware of and interpret information about their environment. Perception, however, is how we understand and make sense of the world around us. This process involves receiving input from the five senses, which helps individuals form a better understanding of their experiences. In other words, perception is the way we interpret the meaning of events or objects we encounter, which allows us to assess new information based on our previous experiences.

There are several definitions and perspectives on the concept of perception proposed by various experts. According to Konent (2011), perception is the entire process through which human consciousness engages with the surrounding environment. In this sense, perception can be summarized as the process of understanding the meaning of a stimulus. This stimulus is acquired through the sensing of objects, activities, or relationships among signs, which are then processed by the brain through cognitive procedures that begin with sensation. Additionally, Qiong (2017) explains that perception is a system through which individuals acquire awareness or understanding of sensory information. Walgito (2010) further clarifies that perception is a process that follows the sensing procedure, which is the method by which individuals receive stimuli through sensory organs. This process does not end with sensing, but continues with the process of perception, where the stimulus is further analyzed and interpreted.

This concept of perception is closely linked to standardized assessments such as the TOEFL (Test of English as a Foreign Language). The TOEFL is a critical test for non-native English speakers who wish to prove their proficiency in the language. It goes beyond evaluating linguistic skills; it serves as a gateway to academic and professional opportunities in English-speaking settings. Among the test's various sections, the "Structure and Written Expression" section is often regarded as particularly challenging. This component tests the test-taker's knowledge of English grammar and their ability to construct grammatically correct and coherent sentences—essential skills for academic success.

The TOEFL is widely recognized as a benchmark for assessing English proficiency, with educational institutions and organizations across the globe utilizing it. Specifically, the "Structure and Written Expression" section is

pivotal in evaluating grammatical precision and sentence construction. Due to the importance of this section, understanding the difficulties students encounter in this area is key to enhancing their performance and test preparedness.

The TOEFL test has been extensively studied in the field of language assessment and test preparation. According to Shohamy (2001), effective preparation plays a key role in achieving high scores and meeting the requirements of both academic institutions and employers. TOEFL preparation research often focuses on strategies for test-taking, teaching methods, and the effectiveness of preparatory courses, as noted by Brindley (2001) and Weigle (2002). In other words, preparing well for the TOEFL test is essential for students to perform well and succeed in their academic and professional pursuits.

The "Structure and Written Expression" section of the TOEFL test evaluates a test-taker's grammar knowledge and their ability to produce accurate and coherent sentences. According to Eckes and Grotjahn (2006), this section can be particularly difficult for non-native speakers due to the complexity of English grammar rules and sentence structures. They also mention that students often struggle with identifying and correcting grammatical errors, which can affect their overall performance on the test. Moreover, this section requires students to apply their knowledge in a test-specific context, adding another layer of difficulty. Hsu and Chiu (2015) emphasize the importance of becoming familiar with the test format and the types of questions asked, stating that students who are not well-acquainted with the test format may find it challenging to navigate the questions effectively. In other words, understanding the test structure is crucial for students to perform well in this section.

This section of the TOEFL requires candidates to demonstrate their grasp of English grammar rules, sentence structure, and syntactic accuracy. Test-takers are tasked with identifying and correcting errors in sentences, as well as selecting the most appropriate grammatical forms to complete them. Despite its significance, many students report significant challenges with this section, which can impact their overall test performance and self-confidence. While previous research on TOEFL preparation has explored broader issues such as general language proficiency and test-taking strategies, there is a gap in understanding the specific challenges students face with the "Structure and Written Expression" section. By focusing on students' perceptions of this particular section, this study aims to offer a more focused understanding of these difficulties.

Understanding students' perceptions is crucial for several reasons. First, it provides valuable insights into the effectiveness of current

instructional methods and study materials. If students consistently report difficulties in particular areas, it signals a need for targeted instruction or revised resources. Second, a deeper understanding of students' experiences can assist educators in developing more effective teaching strategies to address these challenges, ultimately improving students' performance and boosting their confidence in tackling the test.

Moreover, understanding students' perceptions of their learning difficulties offers valuable insights into the challenges they encounter and their experiences with test preparation. According to Hattie and Timperley (2007), students' subjective experiences can have a significant impact on their learning outcomes and test performance. They argue that students' self-reported difficulties and perceptions of their abilities can influence their motivation, engagement, and overall performance. In other words, how students perceive their challenges can shape their attitudes and results in test preparation and performance.

At Pamulang University, a number of students from the English Literature Department face considerable challenges in mastering the "Structure and Written Expression" section of the TOEFL. These difficulties may arise from several factors, such as gaps in foundational grammar knowledge, ineffective study strategies, or unfamiliarity with the test format. While quantitative research has offered insights into general trends and performance, there remains a gap in understanding the subjective experiences and perceptions of students regarding this specific section.

Based on previous experiences in English classes, there are several challenges students face in online learning, particularly with grammar rules, sentence construction, and syntactic accuracy. These difficulties often lead to negative performance and a lack of confidence in their overall TOEFL test results. In light of these issues, this study will focus on specific problems: students' struggles with grammar rules related to sentence structure in the TOEFL test, as well as challenges with sentence construction and syntactic accuracy. The objectives of this study are to investigate students' perceptions of the difficulties they face in terms of sentence structure and written expression in the TOEFL test.

Thus, this study explores students' perceptions and experiences with the "Structure and Written Expression" section of the TOEFL test. By utilizing a qualitative research approach, the study aims to uncover the specific challenges faced by students in this area. In-depth interviews with three selected participants will provide detailed personal insights into their struggles and experiences, offering a nuanced perspective on how students perceive and tackle these difficulties.

## Research Methods

### *Design*

This qualitative study was designed as a case study to explore students' perceptions of the difficulties they face in the "Structure and Written Expression" section of the TOEFL test. The goal of this approach is to gain a deeper understanding of the specific challenges students encounter. According to Creswell (2009, p. 23), qualitative research is a method used to investigate and understand individuals or groups in relation to social or human issues. As Amanda & Palmer (2006) suggest, qualitative research focuses on participants' subjective experiences to uncover the meanings and behaviors associated with specific social phenomena. In this context, qualitative research provides valuable insights into the personal experiences of students as they navigate the challenges of the TOEFL test.

Qualitative descriptive studies might be carried out for this have a look at. making use of a poem as a gaining knowledge of tool assisted in studying extra about grammar and literature, thinking about this studies's subject is English literature students. This examine will use language and phrases to explain the kingdom and state of affairs, employing a qualitative approach from time to time known as descriptive qualitative.

As supported by using Ary, et.,al (2010), "qualitative studies seeks to recognize a phenomenon by using that specialize in the total photo rather than breaking it down into variables. The purpose of qualitative research is a holistic image and intensity of expertise as opposed to a numeric analysis of statistics". similarly, This takes a look at used qualitative and thematic evaluation design due to the fact the purpose of this study will look into more thoroughly and describe how the implementation of poetry in coaching getting to know grammar to English literature college students of Pamulang university.

Mitchell (1991) states:

"Inside the field of sociology, qualitative techniques generally tend to refer to ethnography, interviewing, and historical sociology. Ethnography involves an investigator's intensive immersion in the world of the humans he or she studies and delineates a dating among what people say and what people do; interviewing – carried out over an extended period or on a one – shot basis – privileges actors' subjectivities and definition of situation; and while ethnography and interviewing generally tend to rely on actors of the prevailing second, historical

sociology in particular focuses on beyond occasions the usage of written facts contained in records”.

### ***Participants***

The participants of the study are from the eighth semester of the English Department at Pamulang University, South Tangerang. There are more than 30 students in the class. They are students in an upper-intermediate level course. However, the study focused on three students who were selected intentionally based on their academic performance (Participants must have completed TOEFL course in the previous semester and also they are from different level of TOEFL score.) and their active participation in the class.

### ***Instrument***

The techniques to gather data employed in this study include in-depth interviews, thematic analysis, and participant observation, which are all aimed at providing a comprehensive understanding of the difficulties students face in this section of the TOEFL test. These methods were chosen to ensure that the study captures a full range of experiences and perceptions from the participants.

1. In-Depth Interviews
2. Thematic Analysis
3. Participant Observation
4. Data Triangulation.

### ***Data Collection***

The data collection methods used in this study aimed to provide a comprehensive understanding of the challenges students face in a particular section of the TOEFL test. To capture a wide range of experiences and perceptions from the participants, a combination of in-depth interviews, thematic analysis, participant observation, and data triangulation was employed.

1. In-Depth Interviews: Semi-structured interviews were conducted with all participants via Google Meet. These interviews allowed for an in-depth exploration of students' experiences and perceptions regarding their difficulties in the TOEFL test. A set of ten open-ended questions was used, which were designed to encourage detailed responses. The interview responses were then analyzed using Miles and Huberman's (1992) flow model, which involves three stages: data reduction, data display, and drawing conclusions.



2. **Thematic Analysis:** The data from the interviews were examined through thematic analysis to identify common themes and patterns in the students' responses. This helped to clarify the specific challenges they face and to gain a deeper understanding of their experiences with the TOEFL test.
3. **Participant Observation:** In addition to the interviews, participant observation was employed to gain further insights into students' behaviors and interactions within their learning environment. Observing students provided contextual information that supplemented the interview data and offered a more holistic understanding of their challenges.
4. **Data Triangulation:** To ensure the reliability and comprehensiveness of the findings, data triangulation was used. By combining the methods of in-depth interviews, thematic analysis, and participant observation, the study was able to capture a well-rounded view of the students' experiences and perceptions, enhancing the validity of the results.

### ***Data analysis***

In this study, the researcher analyzed the data by following a systematic approach. First, the data were collected through interviews and observations. After gathering the data, the researcher carefully selected, identified, and focused on the relevant information in relation to the research questions. Next, the data were presented in clear and coherent sentences to organize the findings. Finally, a conclusion was drawn based on the presented data. To ensure the validity of the data, the interviews were supplemented by observations, providing a more comprehensive understanding of the findings.

## **Results and Discussion**

### ***Results***

The findings of this study provide valuable insights into the difficulties faced by students in the "Structure and Written Expression" section of the TOEFL test at Pamulang University. Through semi-structured interviews with three students from the English Literature Department, several common challenges were identified. The main issues discussed were related to grammatical accuracy, sentence structure, and unfamiliarity with the test format.

#### 1. Grammatical Accuracy:

All three students reported significant challenges with grammatical accuracy, especially under timed conditions. One student expressed, *"I always struggle to find and fix errors in my sentences quickly. When time is running*

*out, it's even harder to decide on the right grammar structure."* Another participant added, *"I get confused with things like subject-verb agreement and tenses. I don't have a strong grasp on advanced grammar rules, so I make mistakes in these areas, especially when under pressure."*

According to the responses above, all three students expressed that they face significant challenges with grammatical accuracy, particularly when working under time constraints. The students highlighted that the pressure to complete tasks quickly makes it difficult for them to identify and correct errors, especially with complex grammar rules like subject-verb agreement and tenses. The sense of urgency during the test seems to exacerbate these difficulties, leading to more mistakes under pressure.

## 2. Sentence Structure:

Sentence structure was also a consistent issue for the students. Two participants mentioned that they found it difficult to create sentences that were both grammatically correct and logically coherent within the limited time. *"I often get mixed up between simple, compound, and complex sentences. It's tough to know how to structure my sentences properly when the clock is ticking,"* said one participant. Another noted, *"I have trouble with conditionals and passive voice, especially when I need to form them quickly during the test."*

Based on the responses above, it is clear that students face challenges in constructing sentences that are both grammatically accurate and logically coherent, particularly under time pressure. The students reported difficulties in distinguishing between different sentence types, such as simple, compound, and complex sentences, which hindered their ability to structure sentences correctly. Additionally, the pressure to form correct structures quickly, especially with more complex elements like conditionals and passive voice, adds to their struggle during the test.

## 3. Familiarity with the Test Format:

A major theme that emerged was the students' lack of familiarity with the TOEFL "Structure and Written Expression" section's format. Despite having completed a TOEFL preparation course, they still felt unprepared for the specific question types. *"Even after all the prep, I wasn't sure how to approach some of the questions, especially when the errors in the sentences were subtle,"* one student explained. *"The multiple-choice format is confusing. Sometimes, it's hard to pick the right answer when the options are very close to each other."*

Based on the findings, it appears that the students felt unprepared for the specific question types in the TOEFL "Structure and Written Expression" section, even after completing a preparation course. They highlighted their

struggle with the format, particularly the multiple-choice questions where the options were often very similar. This suggests that despite prior preparation, students still felt unsure about how to approach certain questions, especially when the errors in the sentences were subtle.

#### 4. Test-Taking Anxiety and Time Pressure:

The students also reported experiencing anxiety and stress due to the time pressure of the exam. *"The clock is always ticking, and it makes me rush. I sometimes make mistakes that I wouldn't make if I had more time,"* shared one participant. Another added, *"The time pressure causes me to panic, and that affects my performance. It's not just about grammar; it's about staying calm and managing the stress."*

The responses from the students in the interview above indicate that the time pressure during the exam causes significant anxiety and stress. One participant mentioned that the constant ticking of the clock forces them to rush, leading to mistakes they wouldn't typically make if given more time. Another participant shared that the pressure not only affects their grammar but also their ability to stay calm, highlighting how stress can influence overall performance during the exam.

#### 5. Strategies for Improvement:

Despite these challenges, the participants offered several suggestions for improving their performance. *"More practice with TOEFL-specific exercises could help me get used to the test format,"* one participant suggested. Another recommended, *"We should have more grammar-focused lessons that cover complex sentence structures and advanced grammar rules. That way, we'll be better prepared for the test."*

Based on the responses above, it is clear that the students have identified ways to improve their performance on the TOEFL exam. They emphasized the importance of more targeted practice with TOEFL-specific exercises to become familiar with the test format. Additionally, the students suggested incorporating more grammar-focused lessons that address complex sentence structures and advanced grammar rules, which they believe would better prepare them for the test and improve their overall performance.

### **Discussion**

Based on the analysis in this study, the findings show that students face several ongoing challenges in the "Structure and Written Expression" section of the TOEFL test. These challenges include issues with grammatical accuracy, sentence structure, and a lack of familiarity with the test format.

These results are consistent with previous research, particularly Eckes and Grotjahn (2006), who highlighted the importance of grammatical accuracy and sentence structure in the TOEFL context. They pointed out that many students struggle with these aspects, particularly when under time pressure. Additionally, the study's finding that students are not familiar with the test format aligns with the work of Hsu and Chiu (2015), who found that unfamiliarity with the test's structure often causes confusion and negatively affects student performance.

In response to these challenges, the findings of this study emphasize the need for more focused teaching strategies. Specifically, providing more practice with TOEFL-specific questions would support Peterson's (2001) recommendation that repeated exposure to test-like questions helps students become more familiar with the test and reduce test anxiety. This is also in line with Brindley's (2001) view that language success is strongly linked to the amount of practice students get, particularly in test-like environments.

Furthermore, the study's focus on targeted grammar instruction is consistent with Lee and S. (2019), who emphasized the critical role of grammatical accuracy, particularly in sentence structure, in TOEFL performance. Their research found that students who received focused grammar instruction showed significant improvement in their test results. These findings support the current study's suggestion that a more structured grammar curriculum tailored to TOEFL requirements could be beneficial. Similarly, Wang and Lin (2016) demonstrated that teaching methods directly affect students' performance on the "Structure and Written Expression" section, underlining the importance of targeted grammar exercises in reducing common errors in sentence formation and syntax.

The study's recommendation to address test-taking anxiety is also well-supported by existing research. MacIntyre and Gardner (1994) identified the negative impact of language anxiety on cognitive processes, noting that anxious students are often less able to perform well on tests that require quick, precise responses, such as the TOEFL. This supports the current study's suggestion to develop strategies that reduce anxiety, which would help students focus better during the exam. In addition, Hattie and Timperley (2007) emphasized the importance of feedback in improving student outcomes, further supporting the idea that strategies to reduce anxiety and increase confidence can improve student performance.

In conclusion, these findings highlight the need for a more comprehensive approach to TOEFL preparation, combining practice with TOEFL-specific questions, targeted grammar instruction, and strategies to manage test-related anxiety. This approach would better prepare students for the specific demands of the TOEFL test. This is consistent with Ma and

Cheng (2015), who found that well-designed preparation courses significantly increase students' confidence and performance. By incorporating insights from previous research, it is clear that improvements in teaching strategies are essential to help students overcome the challenges of the "Structure and Written Expression" section. This comprehensive approach will not only enhance student performance but also build greater confidence in their ability to succeed on the test.

## Conclusion

It can be concluded that this study successfully identified several key challenges that students face in the "Structure and Written Expression" section of the TOEFL test. The students consistently struggled with issues related to grammatical accuracy, sentence structure, and familiarity with the test format, despite their prior TOEFL preparation. These challenges, along with test-taking anxiety and time pressure, appeared to negatively affect their performance and confidence. The findings suggest the need for more targeted instructional strategies to address these common difficulties. Focused practice on TOEFL-specific question types, enhanced grammar instruction, and stress management techniques could significantly benefit students. By addressing these areas, students would not only improve their English proficiency but also feel more confident and prepared when navigating the TOEFL test format.

There are some suggestions based on the findings and conclusions of the research. First, teachers are encouraged to evaluate their teaching methods to find the most effective strategies for achieving learning objectives. Additionally, they should consider incorporating TOEFL preparation courses that provide more practice with specific test structures and question types. This would help students better prepare for the TOEFL test. Second, for future researchers, it is hoped that they will explore more creative ideas and topics to further enhance the quality of learning at the university level. In addition, for those interested in studying the same issue, it is recommended to consider the limitations of this study to achieve more comprehensive and improved results.

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## STUDENTS' PERCEPTIONS OF THE ROLE OF SONGS IN ENHANCING ENGLISH VOCABULARY MASTERY

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### Abstract

Vocabulary mastery is a fundamental aspect of English language learning, contributing significantly to students' communication skills. This study aims to explore students' perceptions of the role of songs in enhancing English vocabulary mastery. Using a qualitative approach, data were collected through a questionnaire consisting of 15 Likert-scale statements, distributed to eighth-grade students at SMP Negeri 3 Lolofitu Moi. The results indicate that most students perceive songs as an effective tool for improving vocabulary retention, motivation, and pronunciation. The engaging nature of songs makes learning more enjoyable, leading to increased interest and independent learning outside the classroom. However, some students reported that while songs help with memorization, they still struggle with applying new vocabulary in conversations. These findings suggest that songs can be a valuable supplementary learning resource, but should be combined with other interactive teaching methods for maximum effectiveness. This study provides insights for educators to design more engaging vocabulary learning strategies.

**Keywords:** *Song, Vocabulary, Students' Perception*

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### Introduction

Vocabulary mastery plays a crucial role in English language learning, as it contributes significantly to effective communication. Manda et al., (2022:311) define vocabulary as a set of words used to



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form sentences with meaning. Similarly, Saripah (2022:208) describes vocabulary as an individual's stock of words used in communication. Given its importance, mastering vocabulary is essential for learners to improve their English proficiency. In the current era of globalization, English language skills are not only important for education, but also for career and social interaction. Traditional vocabulary learning methods often fail to engage students, making it necessary to explore innovative and enjoyable strategies. Therefore, innovative and interesting learning methods are needed to help students in mastering vocabulary. One of the increasingly popular methods is the use of songs in the learning process, which can create a fun and interactive learning atmosphere.

The use of songs in English language learning has attracted the attention of many educators and researchers. According to Farhansyah et al., (2023:14) say that listening a favorite song frequently can cause it to stick in the mind and replay unconsciously. This process makes it easier to identify new English vocabulary to learn. Many students show greater interest and higher engagement when songs are used as aids in vocabulary learning. Songs not only help students remember new vocabulary, but also provide a broader context through meaningful lyrics. With catchy melodies, students tend to remember the taught vocabulary and phrases more easily, thus enhancing their learning experience.

Previous research has shown that music and songs can increase student motivation and improve learning outcomes. Some studies found that students who learned vocabulary through songs showed significant improvement in vocabulary acquisition compared to traditional methods. Karim et al. (2022:456) found that English songs bring a positive impact on the students' English language development, especially vocabulary mastery. Additionally, Mantika, (2021:37) also supports this claim, emphasizing that songs can effectively be applied in learning vocabulary. Having a range of advantages that allows Songs to facilitate the learning process, and it can improve students' vocabulary mastery. However, while there are many studies that discuss the benefits of using songs, there is still a lack of understanding on how students specifically perceive the role of songs in vocabulary learning. This suggests a research gap that needs to be filled to understand students' perceptions more deeply.

The novelty of this study lies in its specific focus on students' perceptions of the use of songs in enhancing English vocabulary acquisition. Using a qualitative approach, this study aims to explore students' views on the effectiveness of songs as a learning tool. The results of this study are expected to provide new insights that can be used by educators to design more effective and interesting learning methods.

This research is particularly useful, given the importance of vocabulary acquisition in English language learning and the need to understand students' perspectives. Putri, et al. (2022:340), perceptions formed can help teachers to improve and evaluate systems, methods, or learning materials that we provide or apply to them. By understanding how students perceive the role of songs, it is hoped that new ways can be found to improve vocabulary acquisition and, ultimately, students' overall English proficiency. Therefore, this study entitled "Students' Perceptions of the Role of Songs in Enhancing English Vocabulary Mastery," aims to explore and analyze students' perceptions of the use of songs in English vocabulary learning.

### **Research Methods**

This study employs a qualitative research design to explore students' perceptions of the role of songs in enhancing English vocabulary mastery. A qualitative approach is chosen because it allows for an in-depth understanding of students' experiences, attitudes, and thoughts regarding the use of songs as a learning tool. As stated by Fiantika, et al. (2022) define that qualitative method is a data collection technique where the results will be described in the form of written or descriptive words. Through qualitative research, the study aims to capture rich, descriptive data that provide insights into how students perceive the effectiveness of songs in vocabulary learning.

### ***Design***

This research design is a qualitative descriptive research, which aims to describe phenomena based on data collected from participants (Creswell, 2021:38) states that qualitative descriptive research is used to understand the experiences of individuals or groups in a particular context without experimental intervention. By using this design, this research focuses on how students interpret the role of songs in vocabulary learning, allowing for a deeper exploration of their experiences.

### ***Participants***

The participants in this study were class VIII students at SMP Negeri 3 Lolofitu Moi. In this study, there were 20 participants who participated in this study. And also in this case, students who have been accustomed to learning English vocabulary through songs are the main subjects of the study, because they can provide a deeper insight into the effectiveness of this method.

### ***Instrument***

To collect data, this research utilizes observation and interviews as the research instruments. The researcher observes students during English vocabulary learning sessions where songs are used as a medium of instruction. This method helps identify students' engagement levels, reactions, and interactions with the learning material. Field notes are taken to document students' behaviors, participation, and overall response to the use of songs. Interviews Semi-structured interviews are conducted with selected students to gain deeper insights into their perceptions and experiences. The interviews focus on students' views regarding the effectiveness of songs in improving vocabulary mastery, their level of motivation, and any challenges they encounter when learning through songs. Open-ended questions are used to allow students to express their thoughts freely and provide detailed responses.

### ***Data Collection***

The data collection process involves gathering and evaluating information systematically to achieve the research objectives and address the research problem. As supported by (Flick, 2018) qualitative data collection refers to the systematic process of gathering non-numerical data to explore and understand people's experiences, behaviors, social contexts, and meanings. First, the participants are chosen using purposive sampling, focusing on students who have experienced learning English vocabulary through songs. Second, the researcher attends and observes English vocabulary lessons where songs are integrated into the learning process. Third, One-on-one semi-structured interviews are conducted to collect students' perspectives on how songs influence their vocabulary acquisition. And last, all observations and interviews are documented, recorded (with consent), and transcribed for further analysis.

### ***Data analysis***

The collected qualitative data are analyzed using data condensation, data display, drawing, and verification, as suggested by Miles and Huberman (in Creswell, 2021) In data condensation, the collected data from observations and interviews are carefully reviewed, summarized, and organized to highlight key themes and patterns related to students' perceptions of songs in vocabulary learning. And then, the relevant information is systematically presented in the form of text, tables, or diagrams to help identify relationships and connections within the data.

Conclusions are drawn based on the patterns and themes identified during data analysis. The findings are then verified by cross-checking data from different sources (observation and interviews) to ensure reliability and validity.

## **Results and Discussion**

### **Results**

The findings of this study are derived from observations and semi-structured interviews conducted with Class VIII students at SMP Negeri 3 Lolofitu Moi who have experienced learning English vocabulary through songs. The results are categorized into key themes that emerged from the data analysis.

#### **1. Students' Perceptions of Songs in Vocabulary Learning**

Observations indicated that students exhibited high levels of engagement when learning vocabulary through songs. They actively participated in singing, demonstrated enthusiasm, and showed improved retention of vocabulary. Many students were more motivated to learn English when songs were incorporated into the lessons, as they felt that the rhythm and melody helped them absorb new words effortlessly.

During the interviews, most students reported that learning with songs was more enjoyable and less stressful compared to traditional methods. They expressed that singing along to familiar tunes made learning feel more like a recreational activity rather than a formal academic task. Additionally, students highlighted that songs made them feel more confident in pronouncing words correctly, as they could mimic the pronunciation of native speakers in the lyrics.

#### **2. Effectiveness of Songs in Vocabulary Acquisition**

The majority of Class VIII students at SMP Negeri 3 Lolofitu Moi expressed that songs helped them remember new words more effectively. They mentioned that repetitive lyrics, rhythm, and melody made it easier to recall words compared to textbook-based learning. For example, some students noted that after repeatedly listening to an English song, they could recognize certain words when encountering them in written texts.

Several students also noted that songs provided contextual usage of vocabulary, making it easier to understand meanings and applications in real-life situations. Unlike memorizing vocabulary lists, songs helped them associate words with emotions, stories, and real-world settings, which aided their comprehension and retention. Furthermore, the students shared that learning through songs made them more eager to

practice their English outside of the classroom. Some students mentioned that they searched for song lyrics and translations in their free time, which enhanced their independent learning habits.

### **3. Challenges in Learning Vocabulary Through Songs**

Despite the benefits, some students encountered difficulties in understanding lyrics, especially when songs contained fast-paced speech, unfamiliar accents, or complex vocabulary. This challenge was particularly evident in songs with slang or idiomatic expressions that were not commonly taught in formal lessons. As a result, students sometimes misunderstood the meaning of words or phrases, leading to confusion.

A few students also mentioned that they sometimes focused more on the melody rather than the meaning of words, leading to passive listening rather than active learning. They enjoyed singing along but did not always pay attention to the meaning of the lyrics. This suggests that while songs are an effective tool, they should be complemented with guided learning strategies, such as providing lyrics with translations and discussing key vocabulary before listening to the song. Additionally, activities like gap-fill exercises or comprehension questions could help reinforce vocabulary learning.

### ***Discussion***

The findings from this study provide an insightful view into how songs can serve as an effective medium for vocabulary learning, particularly for students at SMP Negeri 3 Lolofitu Moi. The integration of songs into the English learning process has led to positive results in terms of engagement, vocabulary retention, and pronunciation. This section will discuss these findings in detail, drawing on existing literature to further explore the implications for language learning.

The enthusiastic response of students towards learning vocabulary through songs can be attributed to the multisensory nature of music, which taps into both auditory and emotional engagement. As mentioned, students reported feeling less stressed when learning through songs. This aligns with Mantika's research (2021), which asserts that music fosters a positive atmosphere conducive to active participation. Music engages students not only cognitively but also emotionally, helping them form stronger associations with the vocabulary being taught. The emotional connection formed while singing the lyrics aids in better retention and understanding of words, as students are more likely to recall words linked with emotional experiences or specific contexts.



Further, students emphasized that songs made vocabulary learning feel more like a fun activity, a sentiment echoed in Farhansyah et al. (2023), who argue that regular exposure to songs helps students internalize vocabulary by embedding the words in their memory through repetition and familiarity. The rhythm and melody assist in the retention process by transforming the learning experience into a less formal, more enjoyable activity. This enjoyment contributes to an increase in intrinsic motivation, which is crucial for maintaining sustained interest in language learning. In essence, songs serve as a tool that reduces anxiety and makes language acquisition more accessible and enjoyable for learners.

Moreover, the act of singing along and mimicking the pronunciation of native speakers further aids in the development of language skills. The natural rhythm and flow of songs facilitate the development of intonation and stress patterns, which are critical for language fluency. Maisarah (2023) emphasizes that songs help students become more aware of phonetic details, improving their pronunciation and listening skills. This dynamic aspect of songs provides an avenue for students to practice language in a more naturalistic way, thus enhancing their speaking and listening abilities in real-life communication.

In terms of vocabulary acquisition, the findings suggest that songs are a powerful tool for helping students not only recall new words but also understand their meanings and applications. The repetitive nature of songs ensures that vocabulary is reinforced throughout the learning process, making it easier for students to remember and recall words at later times. Students noted that they could recognize words encountered in songs when reading them in written texts, demonstrating the long-term effects of music-based learning on vocabulary retention. This supports the work of Putri et al. (2022), who found that using songs in English lessons improves students' recall of new vocabulary, particularly when the songs are engaging and relevant to their interests.

Another important aspect of the effectiveness of songs in vocabulary acquisition is their ability to provide context for vocabulary. Unlike isolated vocabulary lists, songs incorporate words within a narrative or emotional context, making it easier for students to grasp the meaning and usage of words in real-life situations. This contextual learning is crucial for deepening students' understanding of how words function in different contexts, something that traditional methods of vocabulary acquisition often lack. By associating vocabulary with emotions, stories, and real-world settings, students gain a richer understanding of the language and its applications. This finding aligns with the work of Karim et al. (2022), who highlighted that

songs facilitate vocabulary mastery by providing students with contextual usage that enhances their overall comprehension.

Additionally, the study revealed that students were motivated to continue learning English outside of the classroom, often listening to songs in their free time, searching for song lyrics, and translating them. This independent learning behavior indicates that songs can inspire students to take ownership of their learning and engage with the language beyond formal classroom activities. As students search for lyrics and translations, they are enhancing their vocabulary acquisition autonomously, demonstrating the power of songs to spark curiosity and encourage lifelong learning. This finding underscores the importance of incorporating engaging, authentic materials like songs into language instruction to promote a more dynamic and self-directed learning environment.

While the benefits of using songs in language learning are evident, the study also identified several challenges that can hinder the effectiveness of songs in vocabulary acquisition. One of the primary issues faced by students was the difficulty in understanding fast-paced lyrics, unfamiliar accents, and complex vocabulary. In particular, songs containing slang, idiomatic expressions, or complex phrases proved challenging for students to comprehend fully. This problem is common in music-based language learning, as songs often use informal language, regional accents, or cultural references that may be unfamiliar to learners. As noted in this study, students sometimes misunderstood the meaning of certain words or phrases, which could lead to confusion and hinder the learning process.

To address these challenges, it is important to provide students with additional support during the learning process. For example, offering students the lyrics with translations or definitions of difficult words before they listen to the song can help them better understand the content. This pre-teaching approach enables students to focus on the vocabulary and its meaning while listening to the song, rather than struggling to decipher the lyrics as they go along. Furthermore, guided activities such as gap-fill exercises or comprehension questions can help reinforce vocabulary learning by encouraging students to pay closer attention to the meaning and usage of words in context. These strategies can help overcome the limitations of relying solely on songs for vocabulary acquisition and ensure that students actively engage with the language.

Another challenge noted by students was their tendency to focus more on the melody rather than the meaning of the words, which could lead to passive listening. While singing along can be enjoyable and motivating, it is essential to ensure that students are also actively engaging with the vocabulary and the meaning behind the lyrics. To mitigate this issue, teachers

can incorporate active listening strategies, such as asking students to listen for specific vocabulary or phrases in the song. By guiding students to focus on the meaning of the words while they sing, teachers can ensure that songs are used effectively as a tool for vocabulary acquisition. This balanced approach helps students develop both their linguistic and cognitive skills while enjoying the music.

## Conclusion

This study highlights the significant role that songs play in enhancing English vocabulary acquisition among students. The findings reveal that most students perceive songs as effective tools for improving their vocabulary mastery, primarily due to the engaging and enjoyable nature of music. Songs not only aid in memorizing new words but also help students understand the context in which these words are used, thereby enriching their overall learning experience. Furthermore, the repetitive melodies and catchy lyrics facilitate better retention and recall of vocabulary, supporting the notion that music can serve as a powerful educational resource.

However, while the majority of students benefit from song-based learning, individual preferences and learning styles still influence their effectiveness. Some students expressed a desire for additional methods to complement their learning, indicating that songs should be integrated with other interactive approaches to maximize engagement and participation. Overall, this research underscores the importance of innovative teaching methods in vocabulary acquisition and suggests that educators should consider incorporating songs alongside various instructional strategies to create a more inclusive and effective learning environment for all students.

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## A STUDY OF COLLOCATIONAL ERRORS IN INDONESIAN EFL LEARNERS' ABSTRACT WRITING

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### Abstract

This study aims to investigate the use of English collocations in abstracts of research articles written by Indonesian advanced learners. Thirty abstracts of research articles published in National Journals were taken as the data sources. Every collocation suspected as verb-noun lexical collocation was identified. The errors were analyzed using four different English dictionaries and BNC. The result showed that 46 out of 130 were unacceptable collocations. The types of unacceptable collocations found in this study were the wrong choice of verb, wrong choice of noun, Usage 1, Usage 2, preposition-related errors, article missing, the use of a singular noun instead of the plural one, and syntactic structure wrong. Findings also showed that errors produced by learners were attributed by their learning strategy, namely ignorance of rule restrictions, false concept hypothesized, use of synonyms, and approximation. In addition, the result also showed that learners' use of collocation was influenced by their L1. The ignorance of rule restrictions seems to be the most frequently occurred. It can be concluded that main causes of unacceptable collocations were errors in verb choice and the influence of the student's first language.

**Keywords:** *Lexical collocations, sources of errors, EFL learners*

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### Introduction

The central characteristic of knowing a word is that knowing how to use it (Lewis, 2000). However, language learners often seem to have problems with the appropriate use of words due to learners may not use the words freely. For example, it is quite possible to say *stab wounds* and *internal injuries*, but it is unacceptable to say *stab injury* and *internal wounds*. These examples have illustrated



that words are not put together in a random way to form a meaning. Learning collocation could be a solution for language learners' problems, which pertain to improper use of words (Wang & Shaw, 2008). In his study, Boonyasaquan (2006) confirmed that “when learning a new word, it is important to learn it with its frequent co-occurrence/s or word partner/s, or what is called as collocation” (p. 79). In other words, learners' knowledge of collocation influences their ability to use words accurately.

The use of collocation (word combinations such as *strong tea*, *stab wound*, *internal injuries*) is essential for language learners. It is believed that proper use of collocation allows learners' language production to sound natural and fluent (Hill, 2000; Shin & Nation, 2008; Wray, 2002); hence, this notion has attracted considerable attention from researchers. For example, Bazaz and Samad (2011) found that the use of collocation indicated English learners' proficiency. In addition, Hsu (2007) conducted a study on collocation and found that there was a significant relation between collocations and language proficiency, which was proven by a positive correlation between the learners' use of collocations and their written language proficiency. Also, Saudin (2014) investigated the realization of collocation in EFL students' written texts. He found that advanced learners used more collocations in their writings. The use of collocation, more importantly, is viewed as a way to differentiate non-native's language from the native language. For instance, to offer help to someone, the native speaker tends to say, *can I give you a hand?* Rather than saying, *can I help you?* (Farrokh, 2012).

Generally, knowledge of collocation has been recognized as an essential component of general language proficiency; however, learners often feel difficult to use collocation appropriately both in spoken and written language. Some studies were conducted by utilizing different types of collocations and learner groups with a varying background of language to see learners' problems with producing collocations. For example, by using a One-Way Analysis of Variance (ANOVA), Bazzaz et al. (2015) conducted a study on Iranian EFL learners' use of verb-noun collocations in spoken discourse. Their findings showed that there was a correlation between learners' knowledge of collocation and their speaking proficiency. In their study, Bazzaz et al. (2015) confirmed that among the four academic year learners, the first academic year learners tend to pose more problems with verb-noun collocations. In Taiwan, Kuo (2009) investigated the use of lexical collocations, particularly verb-noun and adjective-noun collocations in writing productions written by 49 intermediate students. The result showed that students committed errors in using collocation, and verb-noun combinations were more problematic for EFL students than adjective-noun



combinations. Also, Yumanee and Phoocharoensil (2013) conducted a study on lexical and grammatical collocations used by 60 Thai EFL students in two different levels of proficiency, namely high-proficiency and low-proficiency. In their research, they found that Thai EFL learners committed errors in using collocation in both levels of proficiency. These findings clearly show that learners pose a problem in using appropriate collocations.

Given the learners' difficulty with collocation use, several researchers have conducted some studies on the possible sources of learner collocation problems. Their studies found that the influence of learners' mother tongue to be a major source of collocation errors. For example, Said (2011) studied essays written by 40 Indonesian university students and discovered that 72% of the collocation errors were due to the negative transfer of Indonesian lexical collocations into English. Similarly, Yumanee and Phoocharoensil (2013) conducted a study on collocation errors. They found that the influence of the mother tongue played an essential role in Thai EFL students' production of collocational errors.

The findings from the previous studies on the use of collocations (e.g. Bazzaz et al., 2015; Kuo, 2009; Yumanee & Phoocharoensil, 2013) have confirmed that learners use grammatical and lexical collocations inappropriately in both speaking and writing productions. Furthermore, L1 holds a vital role in learners' collocational error productions (e.g. Said, 2011; Yumanee & Phoocharoensil, 2013). Obviously, learning collocation is necessary for language learners. Having the collocational knowledge becomes even more fundamental for learners at a higher level of education since they constantly have to deal with academic writings such as produce their own research-based academic writings. In research-based writings, e.g., *research articles* and *theses*, abstract plays an essential role as it outlines all the important points of the content study like *the research design and the objectives of the study* in a short, clear, and understandable form for readers (Kanjantira & Barraclough, 2008). Writing an abstract, however, is not only dealing with presenting contents of the study but also with the use of natural language (Thongvivit & Thumawongsa, 2017). In other words, learners need to consider the language that sounds natural for native speakers, such as *by using lexical collocations accurately*.

To see the use of language in terms of collocation produced by advanced learners in their abstract writings, Thongvivit and Thumawongsa (2017) conducted a study on the misuse of collocations in abstracts written by Thai EFL learners. Using abstracts of research articles in the field of liberal arts and humanities as data, they found that noun-preposition and verb-noun collocations were the most frequently misused grammatical and lexical collocations by Thai EFL learners. These findings have confirmed that

advanced learners still have problems in producing native-like language in their abstract writings of research articles due to the lack of knowledge in using collocations.

The ability to write a well-written abstract using natural-sounding language such as *the use of appropriate collocations* is also necessary for Indonesian EFL advanced learners since they engage with academic contexts. However, the studies on collocations in our country mainly focused on collocations found in essay writings (e.g., Hamzah, 2013; Lubis, 2013; Saudin, 2014) and final test writing (Arliza, 2013), yet few studies have been conducted on other types of academic writings. Hence, a study focusing on collocations used in different kinds of academic writings such as abstracts of research articles is necessary. The recent study aims to explore the use of collocations in abstracts of research articles written by Indonesian EFL advanced learners in terms of types of collocational errors made by the learners and the possible factors that cause learners to make mistakes in producing collocation.

Nesselhauf (2005) argues that collocation is a problem in learning a language because learners consistently produce various types of errors in using collocation, and such errors deal with various reasons. Also, Hsu (2007) asserts that the use of collocation can be an indicator of learners' quality of writing produced in terms of native-like language. Thus, it is necessary to explore the use of collocations in terms of types of collocational errors as well as some possible sources of such errors in learners' written language. For these reasons, this study investigates the use of collocations that are found in the abstract writings of research articles written by Indonesian EFL learners and suggests some possible implications relating to English collocation errors. This study addresses to answer the following questions:

1. What is the frequency of each type of collocational error in terms of verb-noun collocation?
2. What are some possible sources of collocational errors found in the abstract writings?

## **Research Methods**

### ***Design***

The data of this study showed a general feature which aligned this study into qualitative research, namely non-numerical data which was then analyzed by a non-statistical method such as explanation (Dornyei, 2007). This study aims to find out whether the English lexical collocation has been used properly in Indonesian English writing, in this case, the abstracts of research articles in the field of English Language Teaching. For this aim, this

study attempted to identify the suspected lexical collocations according to criteria in choosing verb-noun collocation set up by Benson et al. (1997) and Nesselhauf (2003). According to Benson et al. (1997), verb-noun collocation is about a combination of words that consists of a verb and a noun/pronoun/prepositional phrase. In terms of restrictedness of the verb-noun combination, Nesselhauf (2003, p. 225) suggested that words, in this case, verb-noun, can be combined with only if the verb (noun) has a “restricted sense”. Based on these criteria, this study defined a verb-noun collocation as a combination of a verb and a noun/pronoun/prepositional phrase that one of the constituents of the combination has a restricted sense, which means a word does not go with other words freely. Then, all collocations were categorized according to the typology of lexical collocation by adopting a framework from Benson et al. (1997). The present study followed Nesselhauf’s (2003) types of verb-noun collocational errors in classifying the types of lexical errors in verb-noun combinations. There were eight groups of verb-noun errors as follows:

**Table 1. Framework for Classifying Types of Errors in Collocations**

No.	Types of Errors	
1.	Verb	Wrong choice of verb (or non-existent verb)
2.	Noun	Wrong choice of noun (or non-existent noun)
3.	Usage 1	Combination exists but is not used correctly
4.	Usage 2	Combination does not exist and cannot be corrected by
5.		Exchanging single element
6.	Preposition	Preposition of prepositional verb missing, present though unacceptable, or wrong
7.	Determiner	Article missing, present though unacceptable
8.	Structure	Syntactic structure wrong

The classification of sources of errors in this study is proposed by Liu (1999a), who classified sources of collocational errors into six types. The classification of sources of collocational errors is shown in the following table.

**Table 2. Classification of Sources of Collocational Errors**

No.	Categorizations of Sources of Errors
1.	Negative interlingual transfer
2.	Ignorance of rule restrictions
3.	False concept hypothesized
4.	Overgeneralization
5.	Use of synonyms
6.	Approximate translation

### ***Participants***

Thirty abstracts of Indonesian research articles written from 2023 to 2024 were selected as data source. Only works written in this recent period were selected in order to discover the usage of verb-noun collocation. To

build a corpus of English abstracts, this study focused solely on the abstracts of research articles in the Journals of English Language Teaching, namely Jurnal Pendidikan Bahasa dan Sastra (BAHTERA), Journal of English Language Teaching (ELIF), and English Language in Focus (SCOPE). It is logically necessary for choosing a particular area of language use since the word combinations (e. g collocation) are different from other areas of language (Benson et al., 1997).

### ***Instrument***

In terms of confirmation e.g. misused words combination, some instruments were used such as British National Corpus and four English dictionaries namely, Oxford collocations dictionary for students of English (8th ed) (2010), The BBI Dictionary of English word combinations (2nd ed) (1997), Oxford advanced learners' dictionary (8th ed) (2010), and Merriam-Webster's collegiate dictionary (11th ed) (2003). These four English dictionaries were selected due to the reliability of their publisher. These dictionaries are considered to be used worldwide because they provide a complete understanding about the collocates of a word and put a greater focus on co-text (Woolard, 2000).

### ***Data Collection***

The data collection was done through these steps. First, 30 research articles were selected from National Journals of English Language Teaching that provide an electronic collection of research articles. After that, the writer copied and saved all the abstracts of the articles in Ms. Words. Then, all the suspected lexical collocations were identified by selecting manually and highlighting every verb-noun. Afterward, the writer put the suspected lexical collocations on a table. If the suspected collocations appeared five times in five different texts and were found in one of the dictionaries, they were grouped into acceptable collocations and vice versa. Afterward, the collocational errors found were listed in a table according to the typology of syntactic structures (e.g. verb-noun pattern) proposed by Benson et al. (1997).

### ***Data analysis***

To answer the primary research question of this study, the collocational errors were classified based on the typology of types of collocational errors proposed by Nesselhauf (2003). Meanwhile, to answer the second research question, each type of error was analyzed in order to find some possible sources of errors according to Liu's theory (1999a). This analysis was conducted by giving a description of each of sources of collocational errors by providing some examples obtained from the extracted

data. Then, some implications related to data finding in the perspective of some scholars e.g. (Hill, 2000, p.65) and (Nesselhauf, 2003, p.237-238), were suggested. The data analysis procedures of this study were as the following steps:

First, all verb-noun collocations were generated. Then, all acceptable and unacceptable verb-noun collocations were identified. The unacceptable collocations were classified based on their types of errors. Each type of errors were quantified. After classifying the types of errors, some possible sources of errors were analyzed. The possible sources of errors found in the study, then, were classified according to their types of sources of errors. Finally, sources of errors were discussed by providing some examples of extracts.

## Results and Discussion

### Results

#### *The Frequency of Each Type of verb+noun Collocational Errors in the Abstract Writings of Indonesian EFL Learners*

In regard to the first research question “What is the frequency of each type of error in terms of verb-noun collocation?”, this study defined collocation as frequent word co-occurrences in certain ways, i.e. based on patterns (Benson, 1997) and restricted sense of one of the constituents (Nesselhauf, 2003). The result showed that there were 130 verb+noun collocations in the corpus. A total of 84 collocations out of 130 collocations produced by the learners were acceptable, and a total of 46 collocations were unacceptable. After identifying the erroneous verb-noun collocations in the corpus, the errors were classified based on the framework proposed by Nesselhauf (2003, p. 225) as shown in Table 3.

**Table 3. Types of Collocational Errors Found in the Learners’ Abstract Writing**

No.	Types of errors	Examples	Occurrences (Percentages)
1.	Wrong choice of verb	<i>comprehend</i> difficult words ( <i>understand</i> difficult words)	23 (17.69%)
2.	Wrong choice of noun	limit the <i>research</i> to (limit the <i>study</i> to)	5 (3.84%)
3.	Usage 1 Combination exists but is not used correctly	mix element in to (mix element <i>into</i> )	1 (0.77%)
4.	Usage 2 Combination does not exist and cannot be corrected by exchanging single elements	improving student’s simple past tense (improving student’s knowledge of simple past)	2 (1.53%)
5.	Preposition		

No.	Types of errors	Examples	Occurrences (Percentages)
	a) Preposition is not used	a) describe the data ∅ (describe the data <i>in</i> )	1 (0.77%)
	b) Wrong choice of preposition	b) focus <i>in</i> code-mixing (focus <i>on</i> code-mixing)	8 (6.15%)
			10 (7.69%)
6.	Article missing	use ∅ speaking test (use <i>a</i> speaking test)	2 (1.53%)
7.	Noun is used in the singular instead of the plural	encounter large <i>class</i> (encounter large <i>classes</i> )	2 (1.53%)
8.	Syntactic structure wrong	make the students become more active (the students become more active)	1 (0.77%)
Total number of errors and percentage			46 (35.38%)

Table 3, showed that verb-related errors was the most frequently occurred, especially the wrong choice of verbs (17.69%). The second most frequently erroneous item was the preposition-related errors (7.69%). Concerning the preposition errors, the most noticeable ones were the wrong choice of the preposition (6.92%), followed by a missing preposition (0.77%). The third item was the wrong choice of the noun (3.84%). This finding showed that the use of determiner was still problematic for the learners, even the advanced learners (1.53%). The result also showed that advanced learners still committed errors in constructing a correct English sentence. There was an example of a syntactic pattern-related error (0.77%). Type of usage 1, which showed that the combinations existed but not in a correct form only occurred ones (0.77%). Usage 2 which refers to the non-existent combination, meaning the combination can not be corrected by exchanging a single element, occurred more frequently. It was two times (1.53%).

#### *Some Possible Sources of Errors*

The second research question was “What are some possible sources of collocational errors found in the abstract writings?” The results showed that 41.30% of the collocational errors were attributed to the ignorance of rule restrictions, followed by synonyms (23.9%), false concept hypothesised (21.73%), and negative interlingual transfer (10.86%). The least influential factor was a paraphrase, constituting only 2.17 % of total errors.

**Table 4. Some Possible Sources Collocational Errors**

No.	Source of Errors	Example	Occurrences (Percentages)
1	Negative interlingual transfer	Improve student's <i>skill to speak English</i> ( <i>English speaking skill</i> )	5 (10.86%)



No.	Source of Errors	Example	Occurences (Percentages)
2.	Ignorance of rule restrictions	Focused <i>in</i> code mixing (Focused <i>on</i> code mixing)	19 (41.30%)
3.	False concept hypothesised	<i>Improve</i> their critical thinking  ( <i>develop</i> their critical thinking)	10 (21.73%)
4.	Synonymy	<i>Comprehend</i> the difficult words ( <i>Understand</i> the difficult words)	11 (23.9%)
5.	Paraphrase	<i>reached</i> the learning outcome ( <i>achieved</i> the learning outcome)	1 (2.17 %)
Total			46 (100%)

### Discussion

The result of this study showed that the type of errors committed by the learners were caused by five possible sources of errors: *the influence of negative interlingual transfer, ignorance of rules restrictions, false concept hypothesized, the use of synonym, and paraphrase*. Each type of errors was discussed based on what caused it errors as follows:

Negative interlingual transfer refers to the negative influence of the learner's L1 on the acquisition of an L2 (Liu, 1999a). This type of error occurs when the learner turns to his or her own L1 for help e.g. *using direct translation or literal translation*. Many factors that lead to negative transfer have been taken into consideration, such as cultural differences, thought patterns, comprehension process of the students. The findings of this study showed that the non-nativeness of learners' language was influenced by negative inter-lingual transfer.

There were three types of errors that were caused by the influence of negative transfer, namely error related to numbers, usage 2, and syntactic structure. Examples of the inaccuracy of the learners in using numbers e.g. *learners used singular forms instead of plural forms*, indicated the influence of negative interlingual transfer as in (1). The following examples might be related to the fact that Indonesian tend to use a singular form instead of plural form to express the words *class* and *problem*. In his study on verb-noun collocation, Hong et al. (2011) also found that Malaysian EFL learners also committed the number-related errors when they produced collocation such as "*saw two girl*" instead of "*saw two girls*". According to Hong et al. (2011), the reason why learners produced this expression was that Malaysians do not use plural form to say the plural noun for the context as the given example.

(1) [...] using reference books translation to study independently, and to shape their own strategies for solving language *problem*.

An example of learners' inaccuracy that was related to usage 2 e.g. *the combination does not exist and cannot be corrected by exchanging single elements*, included (2) which was supposed to add a noun before the phrase *simple past* e.g. *knowledge of* to make the combination acceptable. Regarding this finding, Hong et al. (2011) also found that the learner produced "*story about the tragedy*" instead of "*tell the story about the tragedy*".

(2) [...] gives the positive significant result in improving *students' simple past tense*.

The examples that showed the inappropriate use of syntactic structure were in (3) and (4). In (3), the learners tend to say "*to improve students' skill to speak English*" instead of "*to improve students' English speaking skill*" as the target expression. It can be seen that learners used a longer expression as the result of using literal translation which is understandable when it was translated back into Indonesian e.g. *meningkatkan kemampuan siswa untuk berbicara bahasa Inggris*, but it was not acceptable English collocation. The example in (4) showed that the syntactic pattern of the sentence showed L1 language feature e.g. *membuat para siswa menjadi lebih aktif*. Nesselhauf (2003) also found that the erroneous collocation which is related to the wrong syntactic structure, e.g. "*make sb. friends*" instead of "*make friends with sb.*" was as the result that learners were influenced by their native language to produce the target collocation. These type of errors indicated that learners lacked of collocational knowledge.

(3) [...] the application of the TPR method to improve *students' skill to speak English*.

(4) [...] using song makes the students become more active.

Ignorance of rules restrictions is about the lack of knowledge about some restricted rules in specific structures. Language learners account for their analogy and failure to observe the restrictions of existing structures (Liu, 1999a). Thus incorrect rules seemed to be employed frequently. There were four types of errors that were caused by ignorance of rule restrictions, namely preposition-related errors, wrong choice of verb, wrong choice of noun, and missing article. Examples of types of errors that caused by inaccurate preposition forms include (5), (6), and (7). These examples showed that learners tend to ignore the restriction of the rules. They used the preposition "*in*" instead of "*on*" for "the word "*focus*" and "*in*" rather than "*with*" for the word "*troubles*". Another example is in (8), the word "*into*" was used instead of "*to*". These errors might be due to the carelessness of certain types of linguistic rules, language learners tried to apply the acquired structures to any similar cases and failed to identify the difference between different structures (Liu, 1999a).

- (5) This research only focus *in* code mixing.
- (6) Many students have troubles *in* reading the required books [...]
- (7) This study, then, assigned the subjects *into* [...]

The sentences below were the examples of the wrong choice of the verb (8), wrong choice of the noun (9), and missing article (10) respectively.

- (8) [...] after *carrying out* a remedial teaching.
- (9) [...] the students have achieved good *category*.
- (10) [...] the data of students' speaking skill were collected by using  $\emptyset$  speaking test.

The example, in (8), the learner used the word "*carrying out*" instead of "*giving*" to express the target collocation e.g. "*give a remedial teaching*". It indicated that they did not know the precise word to get the acceptable collocation for the intended meaning. The example (9) showed the word "*category*" was used instead of "*degree*" to express "*achieved degree*" as the target collocation. Furthermore, the example (10), showed that the learner did not use the article. Nesselhau's study (2003) also found that the non-existence of non-lexical words e.g. *article and determiner* can make the collocation unacceptable. These three examples indicated that the learner did not become aware of the restriction rules with which the words should be combined and what non-lexical element should be used to produce an acceptable collocation.

The errors arised from learners' misconceptions of distinctions in the target language (Liu, 1999a). They take it for granted that one word can be substituted for another randomly. This study found two types of errors related to learner's misconception, namely the wrong choice of a verb as in (11) and wrong choice of a noun as in (12).

- (11) It could helps students *improve* their critical thinking.
- (12) [...] to improve student's reading *comprehension*.

For example (11) and (12), learners seem to be confused with the words that have different denotative meaning, but they share a near synonym-meaning. For example, learners used the word "*improve*" to express "*develop their critical thinking*" as the target collocation. The word "*improve*" and "*develop*" have different denotative meaning. The word "*improve*" means "to make better" and this word is related to words e.g. *enhance* and *enrich*. Meanwhile, the word "*develop*" is about "to be more advance cognitively" and this word related to the word *advance*. In other words, these two words have a near-synonym meaning in terms of making something to grow, but the two have a different function in terms of the context. In this case, learner used the word that does not fit the target context.

There were two types of errors caused by the use of synonym strategy, namely wrong choice of verb and wrong choice of noun. The

following sentences exemplified learners' errors because of synonym strategy.

(13) This study *employed* questionnaire to collect the data of the students.

(14) The researcher limited the *research* to grammatical errors only.

For example (13), a learner used the word "*employ*" instead of "*use*". According to the Oxford Dictionary (8th ed, 2010, p.480), the word "*employ*" is defined as "to use sth such as skill, method, etc. for a particular purpose". This word has "*use*" as its synonym word. In this context, "questionnaire" should go with the verb "*use*" to form an acceptable collocation. Similarly, the example (14) showed that learners used the word "*research*" instead of "*study*", but the verb "*limit*" in this context should go with "*study*". In learning English words, most learners tend to remember the English form and depend a lot on their L1 equivalent (Liu, 1999a). Therefore, they used the word "*employ*" and "*use*" as well as "*research*" and "*study*" interchangeably since these two words can be covered by the same Indonesian equivalent e.g. "*menggunakan*" and "*penelitian*" respectively. However, their usage is quite different since each word has its own way to collocate with other words in order to obtain a particular meaning based on the context.

Approximate translation is a strategy to paraphrase the thought from L1 to L2 (Liu, 1999a, 2000). Sometimes students relied on their intuition to create collocations of their own and choose approximate translation as another strategy other than a literal translation. The verb "*reached*" in (15) showed that the learner used a word that shares enough semantic features to satisfy the target collocation e.g. "*achieved*" in order to grasp the intended meaning. Interestingly, the error that was caused by approximate translation only occurred ones. It might be the writer were advanced English learners.

(15) Sixty percent of all students *reached* the learning outcomes [...]

## Conclusion

There were eight types of verb-noun collocational errors found in the learners' abstract writings. Indonesian EFL learners' error in producing acceptable collocation were attributed by five possible factors. The first factor was ignorance of rule restrictions, e.g. *focused in code-mixing* instead of *focused on code-mixing*. Misconceptions of distinctions in the target language occurred, for instance, *improve their critical thinking* instead of *develop their critical*. The next source of error was a synonymy strategy. Another factor was an approximate translation strategy. It refers to those who used vocabulary items or structures or morphological features that shared enough semantic features. The last factor was that Indonesian EFL learners' collocation productions have been influenced by their L1. In light of the

difficulty of the production in collocations, the findings of this study showed that learners are in need of more practice producing collocations. Therefore, different kinds of activities can be used to improve learners' receptive and productive skills.

Some limitations were identified in this study as follows: 1) the subjects are limited to a small number of Indonesian EFL learners' writing which could not represent all teaching and learning situations; 2) since the subjects in this study were learners with strong learning motivation, it was worthy to include more learners from different field; 3) due to time and resource restrictions, the data collected in this study are only a part of students' performance. 4) since the size of the data was quite small due to the selection criteria, the result could not be generalized for all Indonesian EFL learners. Further research in the field of collocation could continue the study using the following ideas: 1) this study only looked for errors in verb-noun collocations. Further types beyond this kind of collocation need to be identified. 2) this study focused on students' lexical collocational competence ;further studies might wish to consider the students' ability with grammatical collocations. 3) future study could also investigate the relationship between EFL students' collocational competence and their academic success. It would be of great value to understand whether or not collocational knowledge helps students to increase their academic achievement.

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## IMPROVING STUDENTS' READING SKILL OF DESCRIPTIVE TEXT THROUGH STORY IMPRESSION

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### Abstract

This study focuses on how story impression can improve students reading skill in descriptive text. The research uses Classroom Action Research that has four steps in its implementation. They are plans, action, observation, and reflection. The subject of the research is the students in seventh grade in SMPN 19 Pontianak which the total number of students is twenty eight. The data was collected by qualitative and quantitative data. The qualitative data was collected by observing the students activity during learning activity, and quantitative data was collected by giving students the test about descriptive text. The writer finished the research in two cycles. In the first cycle, the researcher found that the students' average scores is 46,42, which it is still below KKM. But in the second cycle, students' scores achieved into 83,21. From observation results, the writer found that there was an improvement in every meeting. It can be concluded that story impression can improve the students' comprehension in reading descriptive text.

**Keywords:** *descriptive text, improving, reading skill, story impression*

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### Introduction

Reading is the language skill to be mastered by students. They need to get information through the skill. Reading can be a bridge for seeing the world. Through reading a text, students may learn new things. It will be beneficial for the students if they apply the appropriate strategy. Junior high school students are taught reading of various kinds of text. Every semester, students learn to read different text types. The purpose of teaching reading at Junior high school is making the students able to respond to the meaning and structural text in the functional text and short essay. The aim of the



teaching reading itself is not always achieved well since there are some problems that appear in the teaching learning process in SMPN 19 Pontianak. Most of the students have difficulty in constructing meaning as they read from descriptive texts.

There are many junior high school students who find English reading difficult to understand and have less interest towards it. The same problem also happens to the first-grade students at SMPN 19 Pontianak. Most of learners who still lack of attention in English teaching process, especially in reading class. They had many problems in reading such as the students read very slowly, they faced problem reading as they could not do well to understand the reading text and their lack of knowledge that is related to the text.

According to Ismayanti (2020) descriptive text is a general text where it can be included to another text. In addition, students doubted reading a text loudly since they were not familiar with reading fluently and always bored if they surfaced with the reading material. Furthermore, Sadoski (2004) states teaching reading is focused on conflicting conceptualizations, approaches, and methods. To solve the problem in reading, the teacher is required to be innovative in choosing suitable strategy and must be able to create pleasant atmosphere in the classroom to motivate students in reading English text. Mukminin et al, (2017) refers teaching to the process of transferring, guiding, and sharing the knowledge and skills between the teacher and students. The aim of teaching reading is to develop the student's skill, so that they can read and understand the English text effectively and efficiently. In this way, strategies can be useful either within a single domain of learning or across many domains, but all strategies are essentially a special form of procedural knowledge in which a student knows how to react a given process that improves their capability in problem solving or learning (Dinsmore,2020).

Frankel (2016) says that reading is shaped by language processes and contexts. To understand any language text, there are at least four suggestions to do. First, read all paragraphs or whole text. Second, list and verify the main ideas of the text. Third, classify the essential main ideas and fourth make conclusions which cover all important from the text (Richard, 2019). There are at least six main purposes for comprehensive reading (Grabe, 2009) These purposes include: reading for information, reading for quick understanding (skimming), reading to learn, reading integrated information, reading to evaluate, critique, and use information and reading for general comprehension. According to Kavita Tyagi and Padma Misra (2011) There are two Strategies of reading consist of skimming and scanning. Wood (2001) states that story impression requires students to predict a story line using sequentially presented words or phrases derived from a selection to be read,

students then read the passage with their predictions in mind and then have the option of constructing another story line reflecting the actual content of the passage.

According to Allen & McLaughlin (2002), story impression strategy procedures are as follows: (a) Provide with a list word that provide clues about the story; (b) List words in sequential order as they appear in the story. Connect them with downward arrows. Share the list of clues with the students; (c) In small groups, students then create stories using the clues in the order presented; (d) Have students share their stories with the class and discuss them; (e) Read the original story to the class and have students compare their story with the original.

The story impression strategy (Mc Gingley & Denner, 1987) asked to use clue words associated with important ideas and events in the content area to write their own version of the material prior to reading. According to Bligh (1995) Story impression strategy is an activity that develops a schema for ideas found in the story and provides a starting point for revising and confirming ideas as the student read. According to Buehl (2017) story impression is a front-loading strategy that introduces significant terms and concepts to students before they encounter them in an assignment. Roberta L. Sejnost (2010) state that the story impression strategy was a strategy which asked students to use clue words associated with important ideas and events in the content to write own version of the material prior to reading. Story impressions are pre-reading strategies that arouse curiosity and allows students to anticipate what stories might be ahead (Large, 2012).

Story impression is a pre-reading activity that involves students using key words or concepts from a story to develop their own idea of how this key concept might fit together (Sinta, 2019). A few researcher, Merli (2015) focused on narrative text taught by using Story Impression strategy and taught without using it and to find out whether there was a significantly affect of using Story Impression strategy toward reading comprehension of narrative text and second, Suryani (2017) focused to find out whether or not there were a significant difference and a significant improvement on the eight grade students" achievement in reading narrative text between those who were taught by using story impression strategy and those who were not. Therefore, this research focuses on improving students' reading skill of descriptive text through story impression.

## **Research Methods**

### ***Design***

This research used classroom action research (CAR). Burns (2010) argues that "CAR involves taking a self-reflective, critical, and

systematic approach to exploring your teaching contexts”. This classroom action research was conducted in two cycles, and that continued in cycle 3 if the result of Cycle 2 was not significant. It aimed at observing the use of story impression in reading text. The design of classroom action research includes four main steps. Kemmis and McTaart (1988) in Burns (2010) mention that classroom action research consists of four steps. These steps are planning, acting, observing, and reflecting.

### ***Participants***

The participants of the research were students of year 7, 7c class, SMPN 19 Pontianak. The number of the students who became the population was 28 students who were taken an English subject.

### ***Instrument***

In collecting the data, the writer used observation and measurement techniques. According to Peters and Burbules (2004) the writer collects information on instruments based on measures completed by the participants or by observations recorded by the writer. In observation, the writer asked the English Teacher to observe the activity in the classroom carefully in order to notice things that have a connection with the research focus. It would be done by using observation checklist table as guidance to notice students improvement through story impression. Meanwhile, measurement technique had done by conducting written test to know the students reading skill of descriptive text in every cycle. It consists of 10 questions of multiple choice in every cycle. To make the test valid , the test is written based on the table of specification.

### ***Data analysis***

The observation in this research conducted about two times, one meeting in cycle I and one meeting in cycle II. To score the right answer multiple choice questions of the students, the researcher used this formula:

$$S = \frac{R}{N} \times 100\%$$

S = student’s score

R = the sum of the right answer

N = the sum of the item

The research is categorized successful if the score qualification >75. To calculate the mean score of the student’s overall score in one cycle, the formula was as follows:

$$M = \frac{\sum x}{n}$$

Notes:

M= Mean Score

$\sum x$ = Total of student's score

n = Number of students

From the mean score, the score was categorized which qualification match the students. The result as follow:

Table 1. Score category

No	Qualification
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

## Results and Discussion

### *Results*

This study is classroom action research on the use of story impression strategy in teaching reading descriptive text. This research was classroom action research, there were four steps: planning, acting, observing, and reflecting. The result was conducted in two cycles. Those were explained as follows:

#### 1. Cycle I

##### a. Planning

This research was conducted on October 05th, 2023. There had been discussion between the researcher and the collaborator about the planning of actions. The writer and the English teacher collaborated in improving the students reading skill in reading descriptive text by used story impression strategy. The activities were: (1) The writer made lesson plan as a guide how to teach students in the first cycle; (2) The writer made observation sheet to observe the students during teaching learning process; (3) The writer prepared the instruments test to check students understanding; (4) The writer prepared several media to teach reading descriptive text.

##### b. Acting and Observation

The first cycle was conducted on Thursday, October 05th , 2023. In this meeting, the writer applied story impression strategy. The meeting started by greeting the students and checked the attendance list. The writer called students' names one by one. In this meeting, the researcher focused on involving the students to the process of teaching and learning and building interaction with the students. The writer asked the students about descriptive text. Some of the students seemed know but some of them still forget. Some of the students remembered of the purpose and generic

structure of descriptive text. It helped the writer to engage the students into further discussion.

Next activity was reading a text. The researcher gave the students a piece of paper consisting of a passage entitled “My Lovely Cat”. This was a descriptive text. The students were asked to read the text. The writer also asked them to find more detail information of the passage. Some of the students looked confused and bored in doing this activity. The students discussed with their friends and sometimes asked the writer. To facilitate the students in doing the activity, the writer invited them to know a technique named story impression. The writer introduced the technique and how to make it. The writer showed the way it worked in front of the class.

The writer gave them list word that provide clue of the story and asked the students to consult difficult words with their dictionary. Most of the students did not have dictionary, so the writer asked them to borrow some dictionaries from the school library and bring their own dictionary when they joined English class. During the students doing the assignment given by the writer, the writer did not sit on her seat. The writer walked around the classroom to see the students’ process and work. There were some students who asked the meaning of words they did not know or the word meanings they had forgot. Some of the students asked they had made were correct or wrong. When the activities had been done, the writer Read the original story to the class and have students compare their story with the original. The result of the observation in the first cycle can be seen at these following observation sheets.

Table 2. Observation sheet in the first cycle

No	Observation Category	Score				
		5	4	3	2	1
1	<b>Interest Activation and Students Motivation</b>					
	a. Students look enthusiastic in learning process.		✓			
	b. Students have big interest in learning by using Story Impression Strategy		✓			
2	a. Students look enjoying the material		✓			
	<b>Learning Process</b>					
	b. Students follow the teacher’s instruction	✓				
	b. Students listen the material		✓			
	c. Students do the task which is given by the teacher		✓			
	d. Students pay attention to teacher’s question personally		✓			
	e. Students discuss the material with		✓			



	their partner					
	f. Students be active in responding the teacher's instruction			✓		
3	<b>Teacher's Competence</b>					
	a. Teacher explains the material clearly	✓				
	b. Teacher gives brainstorming	✓				
	c. Teacher gives the instruction effectively		✓			
	d. Teacher gives a positive feedback		✓			
	e. Teacher makes an interesting learning process in the classroom	✓				

### c. Reflecting

For the reflecting in cycle 1, the writer and the English teacher noted there were some problems should be solved in the next cycle, the problems were:

1) Some students were not active in the classroom while reading activity, the students were afraid to make mistakes when reading the text because their pronunciations were weak.

2) Some students were still not respond to the writer instructions when the writer asked the students to make some groups and some of the students did not do discussion seriously with their member in group.

3) Most of the students did not have self confidence to speak in the classroom it caused the writer used English language mostly.

After gave treatment through story impression strategy, the writer gave reading test using multiple choices on Thursday, October 05th, 2023. From the cycle I test, the writer got the student's score from 28 students, as below:

$$M = \frac{\sum x}{n}$$

$$= \frac{1300}{28} = 46,42$$

Notes:

M= Mean Score

$\sum x$ = Total of student's score

n = Number of students

## 2. Cycle II

### a. Planning

The second cycle was conducted on October 12nd, 2023. There were some evaluations based on the reflection in the first cycle. Here, in the Cycle II, the writer implemented the actions that would improve the weaknesses in

the Cycle I. The writer would still apply the similar actions done in the Cycle II. The writer tried to guide the students in more detail than in the Cycle I. The writer would explain the guidance in clearer and easier ways.

The activities were: (1)The teacher made lesson plan as a guide how to teach students in the first cycle; (2)The teacher made observation sheet to observe the students during teaching learning process;(3)The researcher prepared the instruments test to check students understanding;(4)The teacher prepared several media to teach reading descriptive text.

b. Acting and Observation

The second cycle was conducted on Thursday, October 12nd , 2023. In this meeting, the writer applied story impression strategy. The meeting started by greeting the students and checked the attendance list. The writer called students’ names one by one, while the collaborator was as an observer sat behind the students to observe the process of teaching and learning. The first activity was delivering material about the descriptive text. The writer asked some questions about the text. Some students could answer the questions. To check the students’ concentration, the writer called on some students’ names to answer several questions related to the descriptive text. This activity did not take long time because the teacher had explained it before but in fact, there were some students who did not understand and forgot it. The students who did not understand yet got detail explanation from the writer.

After that, the researcher gave the students a text entitled “ Rabbit “. In the second cycle the writer had advanced in teaching in the classroom it seen by the student’s enthusiast during the study and students were not afraid again to read aloud in front of the class.

For further activity, the writer read the original story to the class and have students compare their story with the original. The result of the observation in the second cycle can be seen at these following observation sheets.

Table 3. Observation sheet in the second cycle

No	Observation Category	Score				
		5	4	3	2	1
1	<b>Interest Activation and Students Motivation</b>					
	c. Students look enthusiastic in learning process.		✓			
	d. Students have big interest in learning by using Story Impression Strategy		✓			
	c. Students look enjoying the material		✓			
2	<b>Learning Process</b>					
	d. Students follow the teacher’s	✓				

	instruction					
	b. Students listen the material		✓			
	g. Students do the task which is given by the teacher		✓			
	h. Students pay attention to teacher's question personally		✓			
	i. Students discuss the material with their partner		✓			
	j. Students be active in responding the teacher's instruction			✓		
3	<b>Teacher's Competence</b>					
	f. Teacher explains the material clearly	✓				
	g. Teacher gives brainstorming	✓				
	h. Teacher gives the instruction effectively		✓			
	i. Teacher gives a positive feedback		✓			
	j. Teacher makes an interesting learning process in the classroom	✓				

c. Reflecting

For the reflecting in cycle II, the writer and the English teacher noted some statements as follow:

1)more active in learning reading activity although some students still made mistakes, but it was writer's role to correct their mistake.

2)Students pay attention to the writer's instruction and seems enthusiast while learning story impression strategy.

3)Writer mostly used Indonesian language in the classroom to increase students in understanding the writer's instruction.

After gave treatment through story impression strategy, the writer gave a reading test using multiple choices on Thursday, October 12nd, 2023. From the cycle II test, the writer got the student's score from 28 students, as below:

$$M = \frac{\sum x}{n}$$

$$= \frac{2330}{28}$$

$$= 83,21$$

Notes:

M= Mean Score

$\sum x$ = Total of student's score

n = Number of students

From the result above which the students score was 83,21. The teacher and writer decided to stop in this cycle, because they concluded that there was an improvement when the learning activity held from the first cycle until the second cycle. The story impression strategy can improve students reading skill in descriptive text.

### **Discussion**

In analyzing quantitative data, the writer compared the result between first cycle and second cycle. The writer found that there was a significant improvement in students reading skill in descriptive text. Therefore, the researcher viewed the result of both tests. This can be seen from the result of cycle I and cycle II. The writer found in the first cycle that the student's score was 46,42. It means that their score is still less than score qualification. In the second cycle, the students score was 83,21. Their scores increased and passed the score qualification. The result was congruent with the result by Rina Merli (2015) with the title "The Effect of Story Impression Strategy Towards Reading Comprehension of Narrative Text at Second Year Students at SMA Muhammadiyah Rambah". The result of her study revealed that the result of pre test -post test . The result of the study in post-test experimental group 22 students got 95.7% (good to excellent). While in post-test control group 3 students got 11.5% (good to excellent). It is supported by previous related of the study. Suryani (2017) in her study "Teaching Reading Narrative Texts through Story Impression Strategy to Islamic Junior High School Students" found that the use Story Impression strategy can help the students to find the important information from text and the students are able to identify predict from the text. There was significant achievement in the experimental group through Story Impression strategy during treatment.

It could be concluded from the description above, the mean score of post-test in experimental class which given treatment Story Impression had higher score compared with control class was using discovery method while reading comprehension process. From the data above, the writer concluded that there was an improvement in students reading descriptive text after implementing story impression strategy.

### **Conclusion**

The implementation of story impression strategy to improve students reading skill was done in two cycles. In every meeting, the writer served a different text, but still in one theme. In the first cycle, the writer taught descriptive text about "my lovely cat". In the second cycle, the writer taught descriptive text about "rabbit". The improvement of student's achievement in descriptive text reading after being taught by using story impression strategy can be seen from the student's score and the writer score from observation sheets in every cycle. It improved at the end of cycle. In the first cycle, the student's average score was 46,42. In the second cycle, the average of student's scores increased, it was 83,21. All of the students' score were

required from the score qualification. Students reading increased as well as their understanding in reading descriptive text.

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## AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN WESTLIFE SELECTED SONG LYRICS

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### Abstract

This research aims to identify the types of figurative language most often used in Westlife-selected songs. The research design used in this research is qualitative research, which involves content analysis of lyric scripts. This study analyzed the data by selecting eight Westlife songs, reading song lyrics, identifying figurative language, and then Analyzing the figurative language used in poetry. Perrine's (1983) theory is familiar to analyzing data related to types of figurative language. This research reveals that there is figurative language in each song lyric chosen and the figurative language used varies. The research results show that there are seven types of figurative language used in Westlife's Selected Song: metaphor, personification, hyperbole, simile, repetition, Symbol, and Metonymy the results show that the figurative language most often found in Westlife's Selected Song is Metaphor 40%. The conclusions of this study are figurative language is used to compare or explain something so that sentences become more alive, make sentences more meaningful and memorable, increase the attractiveness of literary works, and bring the writer and readers closer

**Keywords:** *figurative language, song analysis, Westlife*

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### Introduction

Language is a tool used by humans to interact, communicate, and get information from other people, According to Kreidler (2013) "language is a system of symbols through which people communicate". Language helps people to share their thoughts and feelings, as well as form positive relationships with one another people need language to communicate, learn, argue, negotiate, and celebrate. According to Meyer in Cindy (2019), "Literature is a term used to describe written texts marked by careful use of language,



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including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, which are aesthetically read or intended by the author to be aesthetically read and are deliberately somewhat open in interpretation. The song is one example of literature". The song is one of the most popular literary works. It is another way to express the author's feelings, ideas, illusions, and messages to other people.

According to Jamalus in Nisa (2020), songs can be described as artworks in singing to musical instruments accompaniment. In addition, Hornby in Nisa (2020) "defined song as a short rhyme or set of verses in music and aimed to be sung". From the statement above, it can be seen that songs are part of literature which describes musical instruments that contain art in each lyric which aims to be a medium of communication (expressing feelings) between the creator and the listener of the song.

In a song, listeners will focus more on the song lyrics, where song lyrics are a medium used by the author to express ideas, feelings, or messages to listeners. Lyrics in the song are an expression of emotional, emotional experiences in the form of a series of words accompanied by musical rhythm. Songs are works of musical art that combine sound art and language art. Hence, a song is a literary work that expresses the author's feelings beautifully words that have a deep meaning are implied so that the reader is moved by their feeling. The use of language, as well as rhyme and rhythm, contributes to the goodness of that song. The use of language in songs is commonplace referred to as figurative language

Figurative language is very easy to find in poetry, stories, novels, articles, advertisements, and songs. Usually, in songs, there is figurative language hidden behind a word to beautify the lyrics or to deepen the meaning intended by the songwriter. Figurative language is an imaginative use of words to give the reader's imagination and interpretation of meaning in context rather than literal language. This research itself will focus on figurative language, where researchers will use song as the media in research material, in writing songs, writers generally use beautiful language so that the song created has more value. Meanwhile, according to Syafitri and Marlinton, (2018) say that figurative language enhances the effect that will give many meanings to words, emphasize their meaning, and beautify them. Therefore, the author focuses this research on two important aspects, namely what types of figurative language are found in Westlife's selected songs and what figurative language is most often identified in Westlife songs. In general, figurative language is an important element in literary works including songs. The author uses figures of speech in a work to beautify the work so that the listener or reader can feel what the author is experiencing, therefore this

research will clarify the meaning of each Westlife song and what figurative language is often used to express the meaning of Westlife songs.

### **Research Methods**

This research uses Qualitative research techniques to study social phenomena, uncover meaning, and expand understanding of social life. The study will analyze figurative language in song lyrics, specifically in selected Westlife songs, which contain various types of figurative language. According to (Sugiyono, 2013, p. 204) said that in qualitative research, human investigators are the main instrument in obtaining, collecting, and analyzing data. However, this study will require a tool that is used to obtain the validity of the data. This study will use participant observation as an instrument in finding the types of figurative language in the selected song. Qualitative descriptive research is an objective procedure that uses descriptive data, such as written or spoken words, to provide a comprehensive understanding of the phenomenon. Descriptive qualitative research focuses on meaning and aims to represent events, phenomena, and their characteristics systematically, factually, and accurately. The content analysis method is used to analyze the data, systematically analyzed in the form of text, documents, and other qualitative data to describe phenomena in the conclusion. This approach is non-numerical and aims to provide a comprehensive understanding of the phenomenon being studied.

According to Schreier (2012), the process of systematically describing the meaning of qualitative information is known as qualitative content analysis. In this research, the researcher analyzes the figurative language used in the selected song by Westlife This will make sure the data is valid to find the line of the lyric to identify figurative language in the song. This research uses content analysis to analyze the figurative language used in Westlife's selected song. Content analysis is a technique used to collect data from a document, systematically describing the meaning of qualitative information. The researcher uses figurative language theory by Perrine to categorize the types of figurative language in song lyrics. The focus is on identifying the lines of the lyric and the meaning contained in the song's lyrics. Data collection techniques, such as documentation studies, are crucial for determining the success or failure of a study. The use of appropriate research techniques is essential for determining the success or failure of a study. The study focuses on identifying the types of figurative language found in Westlife's songs and the meaning contained in the lyrics.

## Results and Discussion

### Results

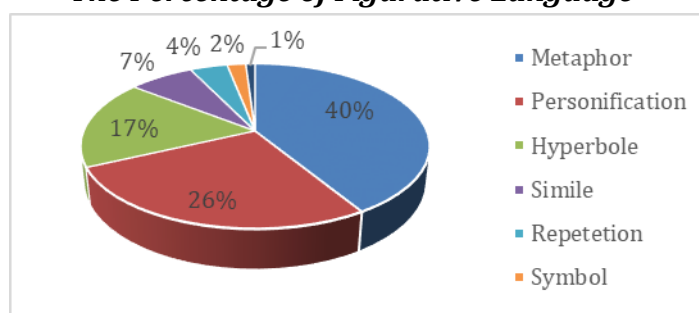
Based on the data analysis in the previous point, the researcher found seven types of figurative language in Westlife Selected Song. From those seven types, the researcher found 69 lines of lyrics that contained figurative language which is presented in the table below:

No	Mandy	Flying Without wings	My Love	Uptown Girl	Unbreakable	Queen of My Heart	I Lay My Love on You	If I Let You Go	Total
1	Metaphor; 8 lines	Metaphor; 3 lines		Metaphor; 3 lines	Metaphor; 7 lines	Metaphor; 3 lines	Metaphor; 3 lines	Metaphor; 1 Lines	28
2	Personification; 4 lines	Personification; 2 lines	Personification; 1 line		Personification; 1 line	Personification; 1 line	Personification; 6 lines	Personification; 3 lines	18
3	Hyperbole; 2 lines	Hyperbole; 2 lines	Hyperbole; 3 lines	Hyperbole; 1 line		Hyperbole; 1 line		Hyperbole; 3 lines	13
4		Simile; 1 line				Simile; 3 lines		Simile; 1 line	5
5			Repetition; 2 lines			Repetition; 1 line			3
6			Symbol; 2 lines						2
7			Metonymy; 1line						1
Total									69 lines

This data is obtained from each analysis that has been carried out using script documents or Westlife song lyrics, by analyzing each line of song lyrics that contain figurative language so that each lyric can be identified and answer the focus of this research. From the table above, each Westlife song was identified as using seven types of figurative language, namely metaphor, personification, hyperbole, simile, repetition, metonymy, and symbols, with the most frequently identified type of figurative language being metaphor. From the description of the table above, there are 69 lines of figurative language identified in each lyric of Westlife's selected songs. Researchers can conclude that the most commonly used figurative language in Westlife's selected songs is 28 lines of metaphor. Metaphor is using words or groups of

words not with their actual meaning, but as a painting based on similarities or comparisons. A metaphor is a figure of speech that expresses something directly in the form of an analogical comparison by eliminating words such as appropriate, and so on. as well as several lines that show the existence of other types of figurative language which are also found in every Westlife song in this study, such as personification identified in 18 lines, hyperbole identified in 13 lines, simile identified in 5 lines, repetition identified in 3 lines, symbol identified in 2 lines and metonymy identified in 5 lines. 1 line is the least figurative language used in Westlife songs. To make it easier to understand the data, the data is presented as follows:

***The Percentage of Figurative Language***



Based on classification data and percentage diagrams, it can be seen that the most dominant figurative language used by songwriters in Westlife songs is a metaphor, with 28 lines and a percentage of 40%, followed by Personification figure of speech with 18 lines with a percentage of 26%, there is hyperbole figure of speech 12 lines with a percentage of 17%, 5 lines of simile figures of speech were identified with a percentage of 7%, Repetition figures of speech were identified in 3 lines with a percentage of 4%, symbol was identified 2 line with the percentage is 2 % and finally Metonymy figure of speech was identified at least 1 line with a percentage of 1%. The results of this percentage show that metaphor is the most widely used figurative language with a percentage of 40%, so this research has answered one of the focuses studied in this research.

### ***Discussion***

In discussing this research, previously inspired by several other studies that also raised the theme of analyzing figurative language in popular songs sung by world-famous singers, such as Ariana Grande, Sam Smith, Adele, and other singers, this research focuses on identifying the types of figurative language used. found in Westlife songs, the advantage of this research is that it uses an easy analysis system, namely analyzing documents in the form of song lyrics so that readers can immediately get the essence of this research.

Several expert opinions outlined in this research have helped in completing this research, one of which is the method taken from the analysis of the data the research study is in three steps: preparing the data for analysis, analyzing the data by document, and interpreting the data. Klaus Krippendorff's (2004) research recommends using techniques used to create replicable and valid inferences from a text (or other meaningful object) in the context of its use. It means that content analysis is a research technique used to draw valid conclusions with actual data and it is hoped that the results of the analyzed data can be reproduced or duplicated for further research needs. Apart from these three main techniques, this research also uses a table which aims to make mapping easier and provide details of the value or number of lines for each figurative language that has been identified using an optional table format based on the author's understanding, so that the table can answer the focus that has been proposed in previous research. This includes the types of figurative language found in Westlife's selected songs and the figurative language most often used in Westlife's selected songs.

Researchers have identified seven figurative languages in eight Westlife songs, categorized based on the most dominant to the least dominant figurative language. The figurative language identified in each Westlife song lyric is metaphor, personification, hyperbole, simile, repetition, symbol, and metonymy. Metaphor is the most frequently identified and most used figurative language in Westlife songs. Metaphors are used to express ideas through imaginative comparisons, this research, apart from identifying types of figurative language, also succeeded in revealing the indirect meaning of the metaphors included in each Westlife song lyric. Metaphor has 40% of the largest percentage of the seven identified figurative languages.

## Conclusion

Based on the findings and discussion, researchers found seven types of figurative language contained in Westlife selected songs. The seven types of figurative language are metaphor, personification, hyperbole, simile, repetition, symbol, and metonymy. The results of this research found that metaphor is the figurative language that is most often found in Westlife selected songs. The metaphor itself is a figure of speech. Metaphor is one of the language styles used to make sentences more interesting. This form of figure of speech is often found in everyday conversation, as well as in written works. Of the seven figurative languages, there are many messages contained in them that we can take as a guide to life, such as believing in the power of love which teaches the meaning of loyalty and struggle, maintaining relationships between people, and maintaining trust in each other, fighting to get something by continuing to try, as well as, reflects all human traits

through figurative language sentences. Based on these facts and explanations, it can be concluded that figurative language is used to compare or explain something, that becomes a sentence livelier and sound more convincing. Making sentences easier to remember, makes sentences more meaningful and memorable, increasing the attractiveness of a literary work and bringing the author and reader closer together

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## USING QUIZLET APPLICATION WITH FLASHCARDS FEATURE TO TEACH EFL VOCABULARY

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### Abstract

The purpose of this study was to determine the use of the Quizlet application on students' vocabulary mastery. The research design used was Pre-experimental, with a pre-test and post-test design. This research was conducted at SMPN 26 Pontianak City. The population in this study was 123 students divided into 4 classes and the number of samples taken was 1 class. The technique used to determine the research sample was cluster random sampling. Where researchers collected data through measurement tests, namely pre-test and post-test. The results showed an average pre-test score of 60.67 and an average post-test score of 71.83. On the other hand, data analysis using SPSS produced a t-value in the paired t-test of 10.83, higher than the t-table value of 1.699 with 29 degrees of freedom. This analysis concluded that the effect of using the Quizlet application was 1.94, higher than 1.00. It was concluded that the effect size (ES) was greater than 1.00 ( $1.94 > 1.00$ ). So it was included in the strong influence. This shows that students who were taught with the Quizlet application achieved much higher achievement than before used the application.

**Keywords:** *pre-experimental, Quizlet application, vocabulary*

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### Introduction

Good English-speaking skills have an important impact on helping communication in words and writing. The communication process can occur when the speaker understands and applies the English words acquired. Understanding occurs through the teaching process, namely the delivery of knowledge (Hiebert, 2005). In general, vocabulary is defined as words in English learning,



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especially words that are understood and known so that they can be used to communicate in English. Afidah & Machfudi (2022) said that speaking, reading, listening and writing are the basic benefits of good vocabulary understanding. Good mastery allows for accurate message delivery and avoids misunderstandings. As well as to measure an individual's ability to speak English. Especially for students who face difficulties.

Based on the results of observations during English learning, it shows that students' vocabulary mastery was low. Students have difficulty remembering and using vocabulary acquired during learning. These difficulties tend to confuse students, thus hindering the English learning process because there is no communication either verbally or in writing. Researchers wrote about several factors that hinder students' vocabulary mastery, in line with research by Surmanov & Azimova (2020), states that students' obstacles in mastering vocabulary were caused by many students who lack confidence in practicing vocabulary learning and sometimes do not understand how to start learning that emphasizes word learning.

This statement was also in line with Salawazo et al. (2020) who experience difficulties in reading, writing, listening and speaking due to lack of vocabulary mastery as a basic aspect. These factors were also in line with research Hông & Du (2021) where there was a lack of contextual practice, inappropriate and boring learning media.

The problems found made researchers look for ways to overcome the difficulties faced by students in mastering vocabulary. Therefore, researchers found that the use of appropriate learning media can help students master vocabulary at SMPN 26 Pontianak City. In this modern era, it is not new for a teacher to apply the use of media or applications in the classroom. There were various learning media that have shown effective results. According to Afidah & Machfudi (2022), several effective media have been studied for improving students' vocabulary, such as flashcard media, still image media, picture word card media, interactive games, singing methods, vocabulary lists, and snakes.

In mastering vocabulary, the media was needed to support memory skills such as flashcards. Matrutry & Que (2021) stated that flashcards are cards containing words, numbers or pictures that are used in class by teachers and students to help remember vocabulary. In this study, the flashcards used contained pictures and a word along with its meaning. Flashcards help students strengthen their understanding of the material through repetition in remembering words and definitions. Flashcards can be used according to learning needs both physically and digitally. In this study, the researcher used flashcards which are part of the Quizlet application feature. Quizlet has the main function of developing linguistic intelligence in

all subjects. Based on Andarab (2019), Quizlet was an online vocabulary management system that is easily accessible by teachers or students with an application and website display.

Previous research conducted by Atalan & Subası (2023), discussed that the use of the flashcard feature in the Quizlet application was effective in improving the vocabulary mastery of junior high school students. In line with other research by Lubis et al. (2022) which also examined the use of flashcards in the Quizlet application. Both studies showed effective results that the use of the flashcard feature in the Quizlet application can improve students' vocabulary mastery.

This study focuses on answering the use of the flashcard feature in the Quizlet application in teaching vocabulary to students. In addition, there are other aspects that are the objectives of the study, such as helping students to improve vocabulary by providing media in the learning process. As well as information for teachers as an alternative method to improve students' vocabulary and students' difficulties in learning vocabulary skills. Finally, it can be a source of reference for further research. Based on this explanation, the researcher will examine "Utilization of the Quizlet Application with the Flashcard Feature to Teach EFL Vocabulary"

## **Research Methods**

### ***Design***

The researcher used a quantitative approach with a pre-experimental design. The main objective of this study was to determine the use of the Quizlet application for teaching vocabulary in EFL.

### ***Participants***

The participants in this study consisted of 30 eighth-grade students at SMP Negeri 26 Pontianak City. Students were randomly selected from the class population at the same academic level. This study included one group that used the Quizlet application.

### ***Instrument***

This study used a test instrument divided into a pre-test and a post-test to assess the extent to which students had mastered the material. The test consisted of 20 multiple-choice questions. Previously, the test was first tested to ensure its validity and reliability.

### ***Data Collection***

The researcher collected data through the use of a test instrument divided into two stages, namely the pre-test and post-test. In the pre-test stage, all

participants took a test consisting of 20 multiple-choice questions to measure the level of initial understanding related to the material to be taught. After the pre-test, an intervention was carried out using the Quizlet application, which was the focus of this study. After the intervention was completed, participants took a post-test consisting of 20 multiple-choice questions to measure changes in participants' understanding after receiving the intervention. By comparing the results of the pre-test and post-test, this study aims to assess the effectiveness of the intervention given and obtain quantitative data that is analyzed statistically.

**Data analysis**

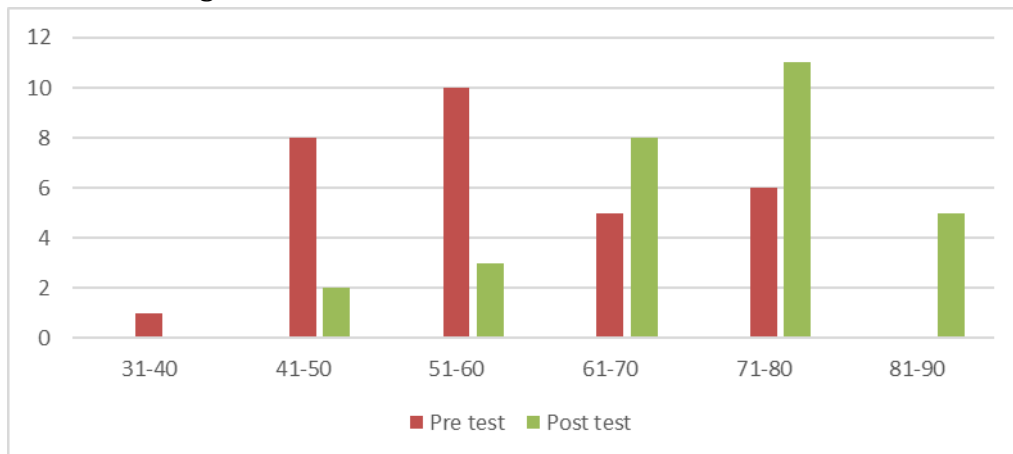
In this study, the researcher analyzed the data by following a quantitative approach. First, data was collected through a pre-test and post-test. After the data was collected, the researcher analyzed the data, tested the hypothesis, and determined the effect size of the data analysis carefully. Furthermore, the data was presented in clear sentences systematically and based on numbers.

**Results and Discussion**

**Results**

To provide a clearer perspective on the students' pre-test and post-test scores, this study has prepared the following diagram. This diagram could help to see the comparison of the scores obtained.

Diagram 1. Students' Score of Pre-Test and Post-Test



Based on the table above, the lowest average score in the pre-test was 31-40, while the highest average score was 51-60. On the contrary, in the post-test, the lowest average score was 41-50 while the highest average score was 71-80.

Table 1 Pre-Test and Post-Test Statistical Analysis Results

Variabel	N	Mean	Minimum	Maximum	Average difference	t-test	df	p-value	Effect size
Pre-test	30	60.67	31	80	11.16	10.83	29	1.69	1.94
Post-test	30	71.83	41	90				7	

In this research, hypotheses were tested using a t-test (two-tailed). In t-test computation, if  $t\text{-test} < t\text{-table}$ , it meant that  $H_0$  was accepted. Instead, if the  $t\text{-test} > t\text{-table}$ , it meant that  $H_a$  was accepted. Moreover, the t-test obtained from the test was higher than the t-table ( $10,50 > 1,697$ ). It meant that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ ) was rejected. The findings prove that the use of the Quizlet application on the flashcard feature in vocabulary teaching has a strong influence and can increase students' vocabulary.

### **Discussion**

Through the testing procedure, namely pre-test and post-test data was obtained and was analyzed statistically using Microsoft Excel. The results showed that the use of the Quizlet application had a significant effect on students' vocabulary mastery. Based on the effect size formula from Cohen's theory, it had a value of 1.94, which indicated a strong influence on the Quizlet application. This finding was in line with previous studies such as the findings of Atalan & Subası (2023) using a mixed experimental method. The results showed an average pre-test score of 60.67 and an average post-test score of 71.83. On the other hand, the t-test results were 10.83 higher than the t-table, which was 1.699 with a degree of freedom of 29. It was concluded that the effect of using the Quizlet application was 1.94 higher than 1.00, or  $ES > 1.00$  ( $1.94 > 1.00$ ). So it was included in a strong influence. This showed that students who were taught with the Quizlet application achieve much higher achievement than before using the application.

In addition, Hông & Du (2021) conducted research at the university level. The data in the study were obtained through a survey questionnaire that was given to student participants once before and once after the application of Quizlet. This study used a descriptive method. The results obtained concluded that the use of Quizlet in teaching vocabulary was beneficial for students because it could facilitate independent learning, in line with the results of this study, which stated a strong interest in increasing motivation to learn new vocabulary.

Another study, by Fadhilawati et al. (2022), implementing classroom action research, it was found that it could improve vocabulary learning. On

the other hand, the majority of participants in this study also liked the use of Quizlet. Supported by the statements of students who were the subjects of this study, they stated that the Quizlet application was easy to operate. Furthermore, research from Susila (2023). This study applied a quasi-experiment at a general level. This study found that the application of MALL through the Quizlet application on English vocabulary mastery for waiters/ss could be categorized as quite effective with an N-Gain score of 62.4%. In line with the results of the study, which stated that it could help remember words. Furthermore, research by Mykytka (2023) at the tertiary level, using a quantitative approach, collected data using an online questionnaire. The findings of this study were in the form of an average value for each item on the questionnaire.

However, the conclusion that could be put forward is that the Quizlet application contributed to building good communication during learning, as well as this study, which stated that communication and cooperation occurred between groups. So that learning becomes more comfortable, enjoyable, and interesting. From previous studies, researchers can conclude that the Quizlet application had been widely studied from various perspectives and methods. Especially in vocabulary mastery. Previous studies have even tested its effectiveness at various levels. However, research on the Quizlet application, especially at SMPN 26 Pontianak City, was still lacking. Therefore, this study aimed to provide a current perspective on previous research. The Quizlet application was one of the learning media that makes students interested in learning, especially vocabulary mastery.

However, the author believed that there were several challenges that need to be considered in this study, such as the use of the Quizlet application, which depended on internet stability. In addition, teachers had to ensure that students remain focused on learning. On the other hand, researchers found that students learn with different models. However, the results of the Quizlet application study with the flashcard feature had a positive impact on improving student vocabulary at SMPN 26 Pontianak City.

## **Conclusion**

Based on the discussion of the research results, the researcher concluded that the use of the Quizlet application media had a significant effect on the vocabulary mastery of students at SMPN 26 Pontianak City. This was evidenced by the t-count result of 10.83, higher than the t-table of 1.699 with a degree of freedom of 29. The effect of using the Quizlet application was substantial because the effect size produced is 1.94, higher than 1.00 or  $ES > 1.00$  ( $1.94 > 1.00$ ). Thus, it can be classified as having a 'strong' influence. For further research, the researcher suggests exploring the various features



available in the Quizlet application. Investigating other features, not only the flashcard feature can help vocabulary mastery, but also other features. Such as learning, writing, spelling, and testing. In addition, the use of quizlet can be divided into small groups because it will make each student's sense of competency higher, so that they memorize more words than before.

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## THE USING OF INSTAGRAM APPLICATION AS MEDIUM TO IMPROVE READING COMPEHENSION

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### Abstract

This study explored the use of the Instagram application as a medium to improve reading comprehension for an eleventh-grade student at SMA Santun Untan Pontianak. Employing a narrative inquiry approach, the research focused on the experiences of one student with Instagram and its impact on reading skills. Data were collected through in-depth interviews with the student and analyzed thematically. The findings indicated that the student was initially motivated by curiosity and peer influence. The student's experiences with Instagram opened up opportunities for creative expression and inspiration, which ultimately contributed to improved reading comprehension skills. These findings suggest that social media can be effectively utilized as an educational tool.

**Keywords:** *Instagram, narrative inquiry, reading comprehension*

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### Introduction

In the digital era, technology has profoundly influenced various aspects of human life, particularly in education. Rasyiid et al., (2021) states that one notable innovation is the emergence of social media platforms like Instagram, which has become a popular medium for instant information sharing. Instagram, with its visually appealing features such as images, videos, and short text, has significantly enhanced student engagement in the teaching and learning process, making education more enjoyable (Erarslan, 2019). Despite these advancements, many students still face challenges in learning English, particularly in developing essential skills such as reading. Reading is crucial for understanding texts



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both orally and in writing (Reza Ahmadi et al., 2013). It involves more than just decoding words; it requires comprehension and interpretation. Kamola Komilovna, (2023) emphasizes that reading comprehension is essential for effective communication and serves as a foundational skill for overall success in language learning. However, many students struggle with reading due to a lack of motivation and interest, especially when confronted with complex texts Wigfield et al., (2016). Thus, innovative approaches are necessary to enhance students' reading skills.

Research indicates that Instagram can effectively improve students' reading comprehension. By leveraging engaging visual content, students are more motivated to read (Aloraini, 2018). Studies have shown that Instagram's educational applications can increase student motivation and engagement while aiding their understanding of complex material (Putri et al., 2021). Features like Instagram Stories and IGTV facilitate interactive learning experiences, encouraging students to delve deeper into the content. This study aims to investigate whether Instagram can help student overcome difficulties in English reading comprehension, particularly among an eleventh graders student at SMA Santun Untan Pontianak. Prior teaching experience at this school has provided insights into the specific challenges students face regarding reading comprehension. Through a narrative inquiry approach, this research seeks to gain a deeper understanding of students' experiences using Instagram as a learning tool, providing valuable insights for educators and learners about its benefits and challenges.

The literature review includes relevant studies that underscore the potential of Instagram in educational contexts. For instance, Ageng Tirtayasa et al., (2022) explored how Instagram influences students' motivation in English reading. Their findings suggest that Instagram fosters a fun and engaging learning environment, enhancing students' interaction with English texts. Additionally, Putri et al. (2021) examined the efficacy of Instagram accounts dedicated to improving students' reading skills, while Morshidi et al. (2019) investigated the app's role in promoting reading behaviors among students. These studies collectively highlight the differences in research methods and participant demographics, establishing a foundation for this current investigation into the role of Instagram in enhancing reading comprehension.

## **Research Methods**

### ***Design***

This study utilized a narrative research design, which is particularly effective for exploring individual experiences through storytelling. According to Creswell & Poth (2016), narrative research allows for a rich and detailed understanding of the phenomenon under investigation by focusing on how an individual perceives and interprets experiences within a specific context.

The primary aim of this research was to explore the use of Instagram as a medium to enhance reading comprehension through the personal

experience of a high school student at SMA Santun Untan Pontianak. Instagram has gained significant popularity, not only as a social media platform but also as a potential educational tool. By adopting a narrative approach, this study seeks to delve into the personal narrative of the student regarding the experience with Instagram in improving reading comprehension skills.

This was especially observed in one eleventh-grade student at SMA Santun Untan Pontianak. The researcher chose SMA Santun Untan Pontianak because it was one of the schools that was active in English learning. The researcher previously had teaching experience (PPL) in grade eleven for four months, which allowed the researcher to understand the difficulties that the student faced related to reading comprehension in English.

### ***Data Collection***

The data collection for this study involved interviews and documentation, which aimed to explore student's motivation in using Instagram as a medium to improve reading comprehension. The interviews gathered rich qualitative insights into student's personal experiences of Instagram's role in learning process. This discussion provides a deeper understanding of how social media affects student's reading comprehension skills. Additionally, documentation, including relevant posts and interactions from student's Instagram activities, was analyzed to identify patterns and themes that reflected student engagement and motivation. Using this method, this study aims to create a comprehensive picture of how Instagram can serve as an effective educational tool in improving reading comprehension for student.

### ***Data analysis***

The collected data were analyzed using thematic analysis, as outlined by Kiger & Varpio, (2020). The steps involved in the analysis included: (1) Listening and Transcribing: The researcher listened to the recorded interview multiple times to understand the content thoroughly before transcribing it into Indonesian; (2) Reading and Identifying Critical Incidents: The transcribed data were read multiple times to identify significant incidents. This allowed for efficient coding while keeping the data in its original language until translation was necessary; (3) Categorizing Data: The researcher categorized the data into sub-themes based on similar ideas or information, highlighting key aspects of the student's experiences; (4) Reorganizing into Thematic Headings: The sub-themes were reorganized into broader thematic headings, providing a structured framework for analysis.

## Results and Discussion

### Results

The results of the thematically analyzed interview data revealed several key themes that highlighted student's experiences and perceptions of Instagram as a learning tool.

#### 1. Motivation and Initial Experience Using Instagram

This theme explores student's initial motivations and feelings when student first used Instagram. The data shows that initial interest in Instagram is often driven by peer influence and curiosity about the rapidly evolving world of social media. The feelings felt when first using Instagram are a mix of excitement, curiosity, and anxiety.

*"I first became interested in using Instagram about four years ago because many of my friends were using it" (A01/Interview)*

*"My initial interest in using Instagram stemmed from my curiosity about the rapidly growing world of social media" (A02/Interview)*

*"When I first uploaded a photo, I felt really happy when I saw the results appear in my feed. But yeah, I was also a little nervous thinking about other people's responses." (D01/Interview)*

*"At that time, I was a mixture of excited, curious, and a little nervous." (D02/Interview)*

Instagram attracted student through social influence and curiosity about new trends. The mixed initial experiences reflected anxiety about how the content student created would be received by others. Student felt excited about being able to participate in a social media trend that was popular among teenagers, but also felt some anxiety about how others would judge the content. This shows the importance of social media in shaping the experiences and perceptions of digital interactions among adolescents. The high curiosity about new features on Instagram also shows how quickly social media platforms can attract new users through innovation and content diversity.

#### 2. Using Instagram as a Medium of Expression and Inspiration

This theme explores how student used Instagram as a medium to express creativity and seek inspiration. student began actively using Instagram when entered high school and began exploring interesting and useful content. The diversity of ideas and creativity found on Instagram inspired participant to develop student own skills.

*"I started actively using Instagram since entering high school, about two years ago." (B01/Interview)*

*"I started exploring various interesting and useful content. I was fascinated by the diversity of ideas, creativity, and inspiration presented by Instagram users from various parts of the world." (B02/Interview)*

*"One of the accounts I follow and find interesting is the @aaron's.english account, which often shares interesting facts and new vocabulary in English."*

*This account provides easy-to-understand content that is useful for improving vocabulary comprehension and grammar usage." (E01/Interview)*

Instagram provides a platform rich in ideas and creativity, allowing student to be inspired and develop new skills. Certain accounts that focus on education and self-development help student learn and grow in interests, demonstrating Instagram's potential as an informal educational tool. Student feel encouraged to explore and express through features such as posting photos, videos, and stories. Inspiration from other diverse users creates an environment that supports the exploration of creativity and self-development. In addition, interesting content from educational accounts also helps improve student's understanding and skills in certain areas, such as English.

### 3. The Influence of Instagram on Self-Confidence

This theme looks at how Instagram can boost student's self-confidence. Through inspiring content, student's become more confident in expressing hobbies and interests on the platform.

*"This also affected me, at first I was still shy to express my hobby but after seeing interesting content on Instagram I became inspired and confident to channel my hobby on Instagram too." (C01/Interview)*

Instagram can be a powerful tool for building self-confidence, especially in expressing hobbies and interests. Inspirational content from other users can motivate student to be more open and confident in displaying student work, demonstrating the positive impact of social media on self-development. Student who were initially shy in expressing hobbies found that seeing inspirational content from others can encourage student to be more confident and active.

### 4. Instagram as a Tool for Learning

This theme explores Instagram student as a learning tool, particularly in improving reading comprehension. Following educational accounts that post English-language content helps student learn new vocabulary and correct grammar usage.

*"So, I follow the accounts @aarons.english and @mr.johnid on Instagram. They like to post interesting facts in English that are fun and easy to understand. From there, I learned new vocabulary and how to use grammar properly." (F01/Interview)*

*"By reading content like that every day, I indirectly got used to reading more and more variedly." (F02/Interview)*

Instagram has the potential to be an effective educational tool, especially in language learning. Engaging and easy-to-understand content from educational accounts can improve student's reading skills and comprehension, indicating that social media can be used for educational purposes. Student following accounts such as @aarons.english and @mr.johnid directly benefited from improving vocabulary and grammar comprehension. Reading English-language content regularly helped student become familiar with language variations and correct word usage, which



indirectly helped improve student's reading comprehension. This suggests that social media is not only an entertainment platform but can also serve as a useful learning tool.

#### 5. Challenges in Learning through Instagram

This theme identifies challenges that student faced when attempting to using Instagram as a learning tool. Key challenges included distractions from other content unrelated to learning and a lack of content that supported deep reading comprehension.

*"The biggest challenge is distraction from other content that is not related to learning." (G01/Interview)*

*"Another challenge is that most of the content is not supportive enough to improve reading comprehension" (G02/Interview)*

While Instagram has potential as a learning tool, student faced significant challenges such as distractions from entertainment content and a lack of in-depth content to support serious learning. Distractions from an abundance of entertainment content can interfere with student's focus when attempting to learn through this platform. Managing time and avoiding distractions are also key to overcoming these challenges.

#### 6. Changes in Views on Social Media after Using Instagram

This theme explores how the experience of using Instagram for educational purposes has changed student's views on social media. Previously considered as a mere entertainment medium, social media is now seen as a tool that can be used to learn and improve skills.

*"In the past, I always thought that social media only did things that weren't important and made us more lazy about studying." (H01/Interview)*

*"I realized that behind content that is just entertainment, there is also content that can help us learn new things." (H02/Interview)*

The experience of using Instagram for learning has changed student's perceptions of social media. From an initial negative view, student began to see the educational value of the content on social media, showing that this platform can be used to develop knowledge and skills. Student who were initially skeptical about the benefits of social media in learning now realize that behind the entertainment content, there is a lot of useful information and knowledge. By following accounts that focus on education and self-development, student found that social media can be an effective and enjoyable learning resource. This shows that a change in perspective can occur when student actively seek out and utilize content that is relevant to learning goals.

### **Discussion**

The results of the thematic analysis indicate that student's experiences in using Instagram as a learning tool are quite diverse, with several key themes reflecting student's motivations, challenges, and shifts in perspective. Student expressed that student's initial motivation to use

Instagram was often influenced by peer interactions and curiosity about the rapidly evolving world of social media. Huang & Su, (2018) states that the mixed feelings, such as excitement and anxiety, when first using this platform reflect how social interactions on social media can shape adolescents' digital experiences. This highlights the importance of social factors in attracting new users to this platform and underscores the impact of peer influence in adopting new technologies.

Student began actively using Instagram as a medium to express creativity and seek inspiration, particularly upon entering high school. Vogel, (2018) states that the diversity of ideas and creativity found on Instagram encouraged student to develop reading comprehension skills. This suggests that Instagram functions not only as a social platform but also as a rich source of inspiration that can enhance individual skills and interests.

Student also reported that Instagram plays a role in boosting their self-confidence. Susilawaty et al., (2023) states that through inspiring content, student felt more confident in expressing hobbies and interests. This indicates that social media can be a powerful tool for personal development, providing social support that encourages individuals to be more open and active in showcasing their work.

Specifically, the use of Instagram as a tool to enhance reading comprehension is prominent. Student who followed educational accounts reported improvements in vocabulary and grammar understanding. Aloraini, (2018) states that Instagram has the potential to be an effective educational tool, particularly in language learning contexts. Engaging and easily understandable content from educational accounts helps student become familiar with language variations and correct word usage, which in turn enhances reading comprehension skills.

Despite the many benefits, student also faced challenges when using Instagram as a learning tool. Zalani & Yousofi, (2024) states that distractions from unrelated content and a lack of in-depth material posed significant hurdles. This illustrates that while Instagram has potential as an educational tool, users need to manage their time and avoid distractions to maximize their learning experience.

The experience of using Instagram for educational purposes has transformed student's views on social media. Coman et al., (2021) states that Initially perceived merely as an entertainment platform, student now recognize the educational value of the content available. This indicates that when users actively seek out and utilize content relevant to their learning goals, they can discover useful information and knowledge.

## Conclusion

In conclusion, this study demonstrates that using Instagram as a medium can significantly enhance reading comprehension and self-confidence among high school student at SMA Santun Untan. The findings indicate that student are motivated to use Instagram primarily due to curiosity and peer influence, which aligns with existing literature on adolescent social interactions. Moreover, Instagram serves as a powerful

platform for creative expression and inspiration, enabling student to engage with diverse content that fosters creativity. This supports previous research suggesting that social media enriches social capital and facilitates social learning. The study also highlights Instagram's role in boosting student's self-confidence. Through validation and support from online communities, student feel more empowered to share hobbies and interests. This is consistent with research on self-affirmation and the positive impact of social support on confidence levels. Additionally, Instagram is identified as an effective learning tool. Student reported improvements in student's understanding of English vocabulary and grammar by following educational accounts, emphasizing the platform's potential for informal learning. This aligns with findings that suggest social media can bridge the gap between formal and informal education, providing accessible and engaging content. Overall, the implications of these findings underscore the educational potential of Instagram, suggesting that it can be leveraged to enhance learning experiences. Future research should explore the long-term effects of social media use on academic performance and identify strategies to mitigate distractions while maximizing educational benefits.

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## THE INFLUENCE OF THE INDEPENDENT LEARNING CURRICULUM ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT

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### Abstract

The aim of this study is to examine the impact of Indonesia's Independent Learning Curriculum (Merdeka Curriculum) on the English learning achievement of vocational school students in West Jakarta. A quantitative research approach, including standardized English proficiency tests and surveys, was employed to assess the differences in achievement. The results show that students under the Independent Learning Curriculum achieved significantly higher scores in English proficiency, particularly in speaking and writing, compared to those following the previous 2013 curriculum. The improved outcomes are attributed to the curriculum's flexibility, focus on 21st-century skills, and integration of technology. However, successful implementation depends on factors such as teacher quality, school facilities, and stakeholder involvement. This study contributes to the ongoing discourse on curriculum reform and its effects on student learning outcomes in vocational education in Indonesia.

**Keywords:** *English learning achievement, Independent Learning Curriculum, Vocational school students*

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### Introduction

The evolution of curriculum development has always played a crucial role in shaping educational outcomes. As Tyler (1949) famously posited in his *Basic Principles of Curriculum and Instruction*, a curriculum serves as a framework for the entire educational process, determining the experiences students undergo. It is not just a set of subjects but a guide that shapes the teaching



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and learning process in schools (Tyler, 1949). The continuous adaptation of curricula to societal changes is vital, as echoed by Dewey (1938), who argued that education must be dynamic, responding to the needs and contexts of learners.

In Indonesia, curriculum changes have been frequent, reflecting the dynamic nature of educational goals in response to societal demands. The Independent Learning Curriculum (ILC), introduced by the Ministry of Education, Culture, Research, and Technology, marks the latest effort to modernize education. The ILC is grounded in constructivist theories, which emphasize active learning and the development of critical thinking skills, aligning with the ideas of Vygotsky (1978), who emphasized the importance of social interaction in cognitive development. Moreover, the ILC's focus on flexibility and student-centered learning echoes the principles laid out by Bruner (1960) in *The Process of Education*, where the curriculum is seen as a tool to cultivate problem-solving abilities and intellectual curiosity. This modern curriculum is not just a shift in content but a transformation in pedagogy, aiming to equip students with 21st-century skills, as advocated by theorists like Trilling and Fadel (2009).

As the ILC is implemented across various educational levels in Indonesia, its impact on student learning outcomes, particularly in English language achievement, becomes a critical area of investigation. This study aims to examine how the ILC influences vocational students' English proficiency, considering the broader educational goals of fostering autonomy, creativity, and critical thinking as highlighted by global educational theorists. The research question guiding this study is: How does the Independent Learning Curriculum influence vocational students' English proficiency in Indonesia?

In conclusion, the successful implementation of a curriculum in educational institutions is primarily influenced by several key factors. First, the collaborative involvement of diverse stakeholders—including education experts, educators, and community members—ensures that the curriculum is comprehensive and relevant. Second, adherence to foundational principles such as philosophical, psychological, and socio-cultural considerations, along with advancements in science and technology, is crucial for developing a curriculum that meets the needs of students and society. Third, effective leadership from school principals plays a pivotal role in mobilizing and coordinating educational resources, thereby aligning the curriculum with the school's vision and goals. Ultimately, when these factors are effectively integrated, the curriculum can be successfully implemented, leading to enhanced educational outcomes for students.



## **Research Methods**

### ***Design***

The research employs a quantitative approach, focusing on the analysis of numerical data to draw conclusions regarding the differences in curriculum values between the Independent Learning Curriculum (ILC) and the 2013 Curriculum. This design is appropriate for examining the impact of these curricula on students' learning outcomes, as it allows for statistical comparisons between groups.

### ***Participants***

The participants in this study consist of students from two different educational settings, specifically those following the Independent Learning Curriculum and those adhering to the 2013 Curriculum. The sample is divided into two independent groups, such as Class A (ILC) and Class B (2013 Curriculum). The selection of participants is crucial, as it ensures that the groups are comparable in terms of demographic characteristics, such as age, gender, and educational background, while being distinct in their curriculum exposure.

### ***Instrument***

The instrument used for data collection is a structured questionnaire or assessment tool designed to measure students' perceptions of curriculum values and their learning outcomes. This instrument may include items that assess various dimensions of the curriculum, such as engagement, relevance, and the development of critical skills. The data collected through this instrument is likely to be on an ordinal scale, allowing for the application of the Mann-Whitney U Test for analysis.

### ***Data Collection***

Data collection involves administering the assessment tool to both groups of participants. This process may include the following steps:

Preparation: Ensuring that the assessment tool is validated and reliable for measuring the intended constructs.

Administration: Distributing the questionnaire or assessment to students in both Class A and Class B, ensuring that instructions are clear and that students understand how to complete the assessment.

Collection: Gathering the completed assessments for analysis. This may involve checking for completeness and accuracy in responses.

### ***Data Analysis***

The data analysis process begins with the preparation of the collected data for statistical testing. The Mann-Whitney U Test is employed to compare the two independent groups. This non-parametric test is suitable for the following reasons:

**Non-Normal Distribution:** The data is not assumed to follow a normal distribution, making the Mann-Whitney U Test an appropriate choice compared to parametric tests like the Independent T-Test.

**Ordinal or Non-Normal Interval/Ratio Data:** The test is designed for ordinal data or interval/ratio data that do not meet normality assumptions, allowing for the comparison of medians between the two groups.

**Independent Groups:** The participants in Class A and Class B are independent of one another, fulfilling the requirement for the Mann-Whitney U Test.

The analysis involves ranking the data from both groups and calculating the U statistic to determine whether there is a statistically significant difference in curriculum values between the two curricula. A significance level (typically  $p < 0.05$ ) is used to interpret the results, indicating whether the observed differences are meaningful.

In summary, this research utilizes a quantitative design to investigate the differences in curriculum values between the Independent Learning Curriculum and the 2013 Curriculum. By employing the Mann-Whitney U Test, the study effectively analyzes ordinal or non-normally distributed data from two independent groups of students. The findings aim to provide insights into the impact of curriculum reform on student learning outcomes, contributing to the broader discourse on educational effectiveness and curriculum development.

## **Results and Discussion**

### ***Results***

In the research, the author used The Mann-Whitney test. The Mann-Whitney test was conducted to determine if there is a significant difference in the curriculum values between the Independent Learning Curriculum and the 2013 Curriculum. The test results showed that the significance value (Asym Sig 2-tailed) was 0.000, which is less than the predetermined alpha level of 0.05.

Based on the decision-making criteria, since the significance value (0.000) is less than 0.05, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This finding indicates that there is a statistically significant difference in curriculum values between the Independent Learning Curriculum and the 2013 Curriculum.

Furthermore, the mean rank value revealed that the Independent Learning Curriculum had a higher mean rank compared to the 2013 Curriculum, suggesting that students under the Independent Learning Curriculum achieved higher curriculum values or learning outcomes.

Table 1. the results of the Mann-Whitney Test

	Group	N	Mean Rank	Sum of Ranks
Curriculum score	Independent Curriculum	28	42.38	1186.50
	Curriculum 2013	28	14.62	409.50
	Total	56		

<b>Test Statistics</b>	
	Curriculum Score
Mann-Whitney U	3.500
Wilcoxon W	409.500
Z	-6.454
Asymp. Sig. (2-tailed)	.000

## Interpretation of Results

### Mann Whitney test

The Mann-Whitney test is a non-parametric test used to test the difference in averages of two independent groups of data where the data type can be ordinal, interval, or ratio.

Hypothesis:

$H_0$  = There is no difference in curriculum values between the independent learning curriculum and the 2013 curriculum

$H_a$  = There is a difference in curriculum values between the independent learning curriculum and the 2013 curriculum

Decision-making

- If significance (Asym Sig 2 tailed) < 0.05 then  $H_0$  is rejected (there is a difference)

- If significance (Asym Sig 2 tailed) > 0.05 then  $H_0$  is accepted (no difference)

There is a difference in curriculum values between the independent learning curriculum and the 2013 curriculum. This is because the significance (Asym Sig 2 tailed) < 0.05 (0.000 < 0.05) so that  $H_0$  is rejected and  $H_a$  is accepted.

Judging from the mean rank value, the independent learning curriculum is greater than the 2013 curriculum. Curriculum value refers to the curriculum's perceived effectiveness, relevance, and impact on student learning outcomes and educational experiences. It encompasses various aspects, including: Educational Outcomes, how well the curriculum facilitates student learning, skill acquisition, and overall academic performance. This could include metrics such as student proficiency in subjects, critical thinking skills, and the ability to apply knowledge in practical situations.

**Relevance and Engagement:** The extent to which the curriculum aligns with students' interests, societal needs, and real-world applications. A curriculum that is perceived as valuable is often one that engages students and makes learning meaningful.

**Flexibility and Adaptability:** The ability of the curriculum to accommodate diverse learning styles, needs, and paces. A curriculum that allows for differentiated instruction and personalized learning experiences can be seen as more valuable.

**Alignment with Educational Goals:** How well the curriculum supports broader educational objectives, such as fostering autonomy, creativity, and critical thinking, as highlighted in my research.

**Stakeholder Perceptions:** The views of educators, students, and parents regarding the curriculum's effectiveness and its impact on the educational environment. In this research, the Mann-Whitney test is being used to compare the curriculum values of the Independent Learning Curriculum (ILC) and the 2013 Curriculum. By analyzing the differences in these values, you aim to determine whether one curriculum is perceived as more effective or beneficial than the other in terms of achieving educational goals and enhancing student learning outcomes. This comparison will help to provide insights into the strengths and weaknesses of each curriculum, ultimately informing future curriculum development and implementation strategies.

## ***Discussion***

The statistically significant difference in curriculum values between the Independent Learning Curriculum and the 2013 Curriculum demonstrates the potential impact of the curriculum reform on students' learning achievement. The higher mean rank value associated with the Independent Learning Curriculum suggests that this new curriculum approach has positively influenced students' learning outcomes.

Several factors inherent to the Independent Learning Curriculum may contribute to this observed difference. Firstly, the curriculum's emphasis on providing greater flexibility and autonomy to teachers in adapting instructional methods to students' needs and interests could have facilitated a more engaging and effective learning environment.

Secondly, the Independent Learning Curriculum's focus on developing 21st-century skills, such as critical thinking, creativity, collaboration, and communication, may have better-equipped students with the necessary competencies to excel in their studies and achieve higher learning outcomes.

Thirdly, the integration of technology in the learning process, as promoted by the Independent Learning Curriculum, could have provided

students with access to diverse and interactive learning resources, potentially enhancing their motivation and engagement with the curriculum content.

However, it is essential to acknowledge that the successful implementation of any curriculum reform is influenced by various factors beyond the curriculum itself. Teacher quality, school facilities, and support from relevant stakeholders play crucial roles in determining the effectiveness of a curriculum's implementation and its impact on student learning.

Therefore, while the findings suggest a positive influence of the Independent Learning Curriculum on students' learning achievement, ongoing efforts are necessary to ensure the sustainable success of this curriculum reform. These efforts may include providing comprehensive teacher training, allocating adequate resources for school infrastructure, and fostering collaboration among all stakeholders involved in the educational ecosystem.

Future research could further explore the specific aspects of the Independent Learning Curriculum that contribute to improved learning outcomes, as well as investigate potential variations across different subject areas, grade levels, or geographical regions. Additionally, longitudinal studies could provide valuable insights into the long-term effects of this curriculum reform on students' academic performance and overall educational attainment.

The findings of my research indicate a statistically significant difference in curriculum values between the Independent Learning Curriculum (ILC) and the 2013 Curriculum, with the ILC demonstrating a higher mean rank value. This suggests that the ILC has positively influenced students' learning outcomes, aligning with previous studies that emphasize the importance of curriculum reform in enhancing educational effectiveness.

Previous research has shown that curriculum reforms that prioritize flexibility and student-centered approaches tend to yield better educational outcomes. For instance, studies by Bruner (1960) and Vygotsky (1978) highlight the significance of active learning and social interaction in cognitive development. My findings support this notion, as the ILC's emphasis on flexibility and autonomy for teachers likely fosters a more engaging learning environment, which is consistent with the principles of constructivist learning theories.

The ILC's focus on developing 21st-century skills—such as critical thinking, creativity, collaboration, and communication—aligns with contemporary educational theories that advocate for equipping students with competencies necessary for success in a rapidly changing world. The positive impact of these skills on learning outcomes has been documented in

various studies, reinforcing the idea that curricula designed to cultivate such skills can lead to improved academic performance.

**Integration of Technology:** My research highlights the role of technology integration in the ILC, which is supported by existing literature that emphasizes the benefits of using technology to enhance student engagement and motivation. Studies have shown that technology can provide access to diverse learning resources and interactive experiences, which can significantly enrich the learning process. This aligns with the findings of my research, suggesting that the ILC's incorporation of technology contributes to better learning outcomes.

**Acknowledgment of External Factors:** While my research indicates a positive influence of the ILC on student achievement, it also acknowledges the importance of external factors such as teacher quality, school facilities, and stakeholder support. This perspective is consistent with educational theories that emphasize the multifaceted nature of effective curriculum implementation. Previous studies have similarly noted that successful curriculum reforms require a supportive infrastructure, including professional development for teachers and adequate resources.

**Recommendations for Future Research:** My research suggests the need for ongoing efforts to ensure the sustainable success of the ILC, which resonates with recommendations from previous studies advocating for comprehensive teacher training and resource allocation. Future research directions, such as exploring specific aspects of the ILC that contribute to improved outcomes and conducting longitudinal studies, are also in line with established research practices aimed at understanding the long-term effects of curriculum reforms.

In summary, the research findings align well with existing theories and studies that advocate for flexible, student-centered curricula that emphasize 21st-century skills and technology integration. The acknowledgment of external factors influencing curriculum effectiveness further enriches the discussion, highlighting the complexity of educational reform. By situating my findings within the broader context of educational research, you provide valuable insights into the potential impact of the Independent Learning Curriculum on student learning achievement and the necessary conditions for its successful implementation.

## **Conclusion**

The findings of this research provide compelling evidence that the Independent Learning Curriculum (ILC) has a significant positive impact on students' learning outcomes when compared to the 2013 Curriculum. This conclusion is substantiated by the statistically significant differences in



curriculum values observed between the two educational frameworks, with the ILC consistently demonstrating higher mean rank values. Such results suggest that the ILC is more effective in fostering student achievement and engagement.

One of the key strengths of the ILC lies in its emphasis on flexibility and autonomy for teachers. This approach allows educators to tailor their instructional methods to better meet the diverse needs and interests of their students. By empowering teachers to adapt their teaching strategies, the ILC creates a more personalized and engaging learning environment. This adaptability is crucial in addressing the varying learning styles and paces of students, ultimately leading to a more inclusive educational experience.

In summary, this research confirms that the Independent Learning Curriculum has a positive influence on students' learning achievement, underscoring the importance of ongoing support and resources to sustain the effectiveness of this curriculum reform. As educational institutions continue to navigate the complexities of curriculum development and implementation, it is vital to ensure that teachers are adequately trained, resources are allocated effectively, and collaboration among all stakeholders is fostered.

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## THE SYMBOLIC THOUGHT OF ASKA AND MAURA IN AURALASKA: A GEORGE HERBERT MEAD'S PERSPECTIVE

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### Abstract

This study aims to examine the thoughts of the main characters through the perspective of George Herbert Mead's symbolic interactionism, specifically impulse, perception, manipulation, and consummation. This research employs a qualitative method. The data sources are sentences or dialogues of the main characters in the novel. The findings indicate that the characters' thoughts in the novel demonstrate symbolic thinking abilities in their interactions, particularly in the main characters, Maura and Aska. The symbolic thought interaction highlights the strength of consideration by taking into account the cause-and-effect relationships related to each character's actions. In the symbolic concept of mind, the results show that Maura is the most prominent character as the subject in the novel, while Aska functions as the object.

**Keywords:** *symbolic interaction, mind, character*

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### Introduction

Humans are multidimensional and complex beings who naturally seek cooperation and social interaction. Interaction is not only driven by economic, biological, and emotional needs but also by an inherent inclination to connect with others (Muslim A, 2013,



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p. 484). The formation of ethnic groups and larger social communities stems from such interactions, demonstrating the fundamental process of socialization (Muslim A, 2013, p. 485). Socialization, in turn, cannot occur without interaction. Social interaction is a reciprocal process that involves action and reaction between individuals and groups, requiring both social contact and communication (Mulyadi & Liauw, 2020, p. 37). This dynamic nature of human interaction is central to symbolic interactionism, which examines how humans use symbols to create meaning in their interactions.

Symbolic interactionism, as introduced by George Herbert Mead, emphasizes that human interaction is mediated through the use of symbols and interpretation of meaning. Mead posited that individuals do not merely respond to external stimuli but actively construct meaning through communication processes (Ahmadi, 2005, p. 307). This theory is integral to understanding literature, particularly novels, where characters engage in dialogue and gestures laden with symbolic meaning. According to Mead, the concept of the "self" emerges from social interactions, wherein individuals internalize and interpret societal symbols (Ritzer, 2010, p. 280). This perspective aligns with literary studies, where texts serve as mediums for conveying symbolic interactions between characters.

Mead's most significant work in this field is found in his book *Mind, Self, and Society*. Mead identified three critical concepts that are necessary and interrelated in shaping symbolic interactionism. These three concepts and their relationships form the core of Mead's thoughts and are key terms in the theory. Symbolic interactionism specifically explains language, social interaction, and reflexivity. Mead elaborates on three important concepts of symbolic interactionism: Mind, Self, and Society

Mead (1934:267) viewed the mind not as an entity but as a social process. Mead defined the mind as the human ability that differentiates humans from other species, particularly in their use of symbols. He interpreted the mind as an internalized or implicit conversation between an individual and themselves using these symbols. For instance, in a fight between two people, if one clenches their fist, that gesture is not merely a sign but a symbol laden with meaning.

Generally, a clenched fist conveys multiple meanings, as the same symbol can have different interpretations depending on the context. If two angry individuals clench their fists, the gesture is a threat. If a young person on the roadside clenches their fist while trying to stop a bus, it signifies a desire to hitch a ride, even by hanging onto the back (Raho, 2021:127).

Aini (2017:23) explains that the mind emerges and develops through social processes and is an integral part of these processes. Social processes precede the mind rather than being a product of it. Therefore, the mind is

functionally rather than substantively defined. A unique characteristic of the mind is an individual's ability to generate not only a single response within themselves but also a response from the entire community. This is what Mead defines as the mind. Taking action means generating a specific organized response, and if someone possesses that response internally, they have what is called the mind. Thus, the mind differs from other logical concepts, such as memory, in Mead's work due to its ability to respond comprehensively to the community and develop organized reactions.

The processes of thinking, acting, and interacting are possible due to the significant symbols within a social group that carry shared meanings and evoke similar responses from both those who use and react to them. Mead also emphasized the flexibility of the mind, which allows interaction even when people do not fully understand the meaning of a given stimulus or symbol (Raho, 2021:129).

Mead's definition of the mind as a person's conversation with themselves does not reside within an individual. The mind is a social phenomenon that emerges and develops through social processes and is an integral part of them. Social processes precede the mind rather than being its product (Ritzer, 2010:280). The mind is defined functionally rather than substantively. Humans have a unique ability to generate responses within themselves, including not only individual responses but also responses from the entire community. This is what Mead calls the mind. Taking action means generating a specific organized response, and if someone possesses that response internally, they have what we call the mind.

Literature is an artistic expression that reflects human experiences, emotions, and mental activities. As Kartikasari & Suprpto (2018, p. 2) assert, literary works serve as records of human thought and creativity, enabling audiences to gain a deeper understanding through aesthetic expressions. Novels, as an extended form of literature, integrate intrinsic elements such as character, setting, plot, theme, and perspective to depict complex social interactions. These elements collectively construct a fictional reality that resonates with readers by mirroring real-life social behaviors and relationships (Aminuddin, 2011, p. 79). The significance of symbolic interactionism in literature is evident in the way narratives unfold through character interactions, where symbols play a crucial role in shaping meaning.

The Indonesian literary landscape has witnessed the emergence of contemporary novels that explore symbolic interactions, one of which is *Auralaska* by L. Dela Fimeta. The novel, which gained popularity on the Wattpad platform before being published by Coconut Books, tells the story of an arranged marriage between Maura, a cheerful model, and Aska, a reserved CEO. Their contrasting personalities lead to a series of conflicts and gradual

transformations, illustrating the process of understanding and acceptance through symbolic exchanges. The novel's success highlights its ability to engage readers by portraying the intricacies of human relationships through dialogue, gestures, and social interactions.

Mead's symbolic interactionism provides a theoretical framework for analyzing *Auralaska*, particularly in understanding how characters communicate and construct meaning within their social contexts. According to Cahyo (2023, p. 2), human life is inherently interdependent, and social interactions rely on shared symbols for effective communication. In the novel, Aska and Maura's evolving relationship exemplifies this process, as they navigate their differences through verbal and nonverbal exchanges that signify their emotional and psychological developments. The analysis of symbolic interaction in *Auralaska* contributes to a broader understanding of how literature encapsulates human communication and meaning-making.

This study aims to explore the application of symbolic interactionism in *Auralaska*, focusing on how the novel's characters utilize symbols in their interactions. By examining the dialogues, gestures, and relational dynamics within the novel, this research seeks to highlight the significance of Mead's theory in literary analysis. Furthermore, this study addresses the research gap in understanding contemporary Indonesian literature through the lens of symbolic interactionism, demonstrating its relevance in both sociological and literary contexts. The findings will contribute to the discourse on how novels serve as representations of human interactions and the construction of meaning through symbolic exchanges.

## Research Methods

According to Sukardi (2003, p. 3), research is defined as a method of observation or inquiry aimed at finding answers to problems or discovering new knowledge. Research is also a scientific process that encompasses formal and intensive characteristics. The formal and intensive nature of research arises because it adheres to specific rules, sequences, and presentation methods to ensure valid and beneficial results for human life.

In research, methodology is a crucial component. Research methodology is defined as a scientific method for obtaining data with specific purposes and applications. According to Endraswara (2013, p. 8), literary research methodology is a selected approach that considers the form, content, and nature of literature as the subject of study. There are various research methodologies, with quantitative and qualitative methods being the most commonly used. Qualitative research prioritizes processes, which are carried out gradually and systematically. This study employs a qualitative

method because the data collected consists of words rather than numbers. This method is a research procedure that produces descriptive data in the form of written or spoken words.

### ***Data Collection***

Research must be supported by accurate data to yield reliable results. The data in this study are qualitative in nature. Qualitative data consist of words or actions related to certain events. In qualitative research, the primary sources of data include words and actions, while supplementary data include documents and other materials. The primary data source in this study is the novel *Auralaska* by L. Dela Fimeta, published by Coconut Books in Depok, West Java, in 2021. *Auralaska* consists of 369 pages and 44 chapters. The novel presents a deep narrative about romance, immersing readers in both sorrowful and joyful situations. The data analyzed in this study comprise excerpts from *Auralaska*. However, not all sentences in the novel will be used as research data; only selected excerpts relevant to the research focus—specifically, the thoughts of the characters Maura and Aska, which shape symbolic interaction—will be analyzed.

The main instrument used in this study is the researcher as the primary data collector. The researcher conducts in-depth reading and analysis of the novel *Auralaska* to identify and interpret relevant textual evidence. Additionally, supporting instruments include documentation methods and coding techniques to categorize data based on research objectives.

Data collection is a crucial aspect of scientific research, as research outcomes depend on the data collection techniques employed. According to Sahir (2022, p. 45), data collection techniques involve narrowing the research scope, gathering information through observations, structured and unstructured interviews, documentation, visual materials, and designing protocols for recording and documenting information. Thus, data collection techniques can be defined as methods used to gather data to answer the research questions.

The data collection techniques in this study are as follows: (1) The researcher reads the research object, namely *Auralaska* by L. Dela Fimeta, both heuristically and hermeneutically. (2) The researcher identifies relevant parts or data from the novel that align with the research focus. (3) The researcher codes the data deemed relevant to the research problem in *Auralaska*, particularly regarding thoughts in symbolic interaction, namely impulse (IE), perception (PI), manipulation (MI), and consummation (KI). The researcher categorizes and analyzes the research findings based on the theoretical concepts used in this study.



### **Data analysis**

Data analysis is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. In this study, the data analysis process involves several steps: (1) Organizing the collected data by categorizing excerpts that reflect symbolic interaction in Auralaska, (2) Analyzing the selected data using theoretical frameworks related to symbolic interaction, (3) Interpreting the findings to understand how the thoughts of Maura and Aska contribute to the narrative and character development, and (4) Drawing conclusions based on the patterns and themes identified in the analysis. By following this structured research methodology, the study ensures a systematic and credible approach to analyzing Auralaska and its symbolic

## **Results and Discussion**

### **Results**

The analysis of the novel Auralaska by L. Dela Fimeta demonstrates the application of mind theory in the thought processes of the main character, Maura. The findings reveal that Maura's experiences and internal conflicts align with the four stages of mind theory: impulse, perception, manipulation, and consummation.

In the excerpt where Maura expresses doubt about her arranged marriage, the mind theory stages are evident. The impulse is triggered by her upcoming wedding, followed by perception when she acknowledges her uncertainty. Manipulation occurs as she attempts to rationalize her feelings, culminating in consummation when she openly voices her fears about the marriage's potential failure.

Similarly, when Maura is confronted with her father's coercion regarding work leave, the process unfolds systematically. Her father's ultimatum serves as the impulse, while her immediate reaction reflects perception. Manipulation is present in her attempt to resist, but consummation is reached when she ultimately concedes.

Other instances further reinforce these patterns, such as Maura's nervousness upon public admiration, her conflicted emotions towards Aska, and her actions driven by concern for his well-being'

### **Discussion (Cambria, 12 pt, bold, italicized)**

Mind or thought is the thinking process present in every human being as a social actor. Humans, as active and considerate individuals, think before

taking actions related to external impulses or their own inner urges. As beings that constantly interact, humans possess the ability to use and understand symbols, enabling them to respond through actions. Certain aspects within a person's mind serve as a bridge between response and stimulus before an action is ultimately taken. In the novel *Auralaska* by L. Dela Fimeta, the main character's thought process is evident in the following excerpt:

*“Dua hari lagi gue nikah,” ucap Maura. Kara tidak kaget lagi karena dia sudah mengetahui bahwa Maura dijodohkan oleh keluarganya dan akan menikah pada tanggal yang sudah ditentukan. “Jadi ini penyebabnya?” tanya Kara. “Gue ragu, Kar,” ucap Maura tiba-tiba. “Ragu kemapa. Ra? Jangan bercanda deh, pernikahan lo udah dekat.” Ucap Kara. Terdengar helaan napas dari bibir Maura. “Gue juga nggak tau. Gue merasa dihati gue ada yang nggak beres” ucap Maura, tentu saja membuat Kara sedikit khawatir (Fimeta, 2021,p. 5)*

*“Two more days until my wedding,” Maura said. Kara was no longer surprised, as she already knew that Maura had been arranged to marry by her family on a predetermined date.*

*“So this is the reason?” Kara asked.*

*“I’m having doubts, Kar,” Maura suddenly said.*

*“Doubts about what, Ra? Don’t joke around, your wedding is coming up soon,” Kara replied.*

*A sigh escaped Maura’s lips.*

*“I don’t know either. I feel like something isn’t right in my heart,” Maura said, which, of course, made Kara a little worried. (Fimeta, 2021,p. 5)*

In relation to mind theory, it explains that every individual has the ability to use symbols. This is evident in the excerpt: *“Two more days until my wedding,” Maura said.* In this context, the verbal symbol is Maura herself providing information to her friend Kara that she is about to get married. Maura initiates this discussion due to her inner urge, or impulse. Once the impulse is understood, the next stage is perception, which refers to the stimulus occurring after the impulse. This is demonstrated in the excerpt: *“I’m having doubts, Kar,” Maura suddenly said.* Here, Maura provides a symbol of the doubt she is feeling, although she is unsure of the exact cause. This doubt still carries an unclear meaning that cannot yet be expressed or fully understood.

After impulse and perception are recognized, the next stage is manipulation, which refers to the response that emerges—the third phase of mind theory. This is evidenced in the excerpt: *“I don’t know either. I feel like something isn’t right in my heart,” Maura said.* Maura experiences a symbolic state of anxiety about her impending marriage to a man she does not know. Since the marriage is arranged by her parents, Maura attempts to accept it, yet she does not feel completely willing or sincere, leading to inner turmoil.

Once manipulation is understood, the final stage is consummation, or the completion phase of mind theory. This is evident in the excerpt:

*"Gue takut pernikahan ini nggak bertahan lama. Lo tau kami nggak saling kenal dan tentunya nggak cinta," ucap Maura dengan wajah gusar.*

*"I'm afraid this marriage won't last long. You know we don't even know each other, and of course, we don't love each other," Maura said with a distressed expression.*

The reason for Maura's doubts and anxiety stems from her assumption that a marriage arranged by her parents—without mutual acquaintance or love—will not endure. Based on the four indicators of mind theory, this data qualifies as mind (thought) data because it has gone through the four phases: impulse (inner urge), perception, manipulation, and consummation.

***"Papa kasih kamu pilihan libur dua bulan atau perusahaan Papa buat bangkrut. Atau perusahaannya Papa beli aja? Kalau Papa jadi atasan kamu, kan Papa bisa pecat kamu semau Papa."*** *"Haaaaaaaah!"* ucap Maura syok, pilihan macam apa itu. *"Tunggu, Pa. Bukannya Papa tadi malam bilang ini hidup Maura sendiri"* ucap Maura mengungkit-ungkit ucapan papanya tadi malam. *"Sekali-sekali Papa harus ikut campurkan. Jadi gimana?"* tanya Haris lagi seraya menaikkan alisnya bergantian. *Sudahlah, rasanya Maura sekarang ingin menjedotkan jidatnya sendiri ke meja. "Oke fine, Papa menang. Aku pilih libur dua bulan,"* Ucap Maura final. *"Gitu, dong,"* ucap Papa senang. (Fimeta, 2021, p. 9)

*"I'll give you two choices: take a two-month leave or I'll bankrupt your company. Or should I just buy your company? If I become your boss, I can fire you whenever I want."*

*"Haaaaaaaah!"* Maura gasped in shock. *What kind of choice was that?*

*"Wait, Dad. Didn't you say last night that this is Maura's life?"* Maura protested, recalling her father's words from the previous night.

*"Every now and then, I have to interfere. So, what's it going to be?"* Haris asked again, raising his eyebrows alternately.

*That's it. Maura now felt like banging her forehead against the table.*

*"Okay, fine, Dad. You win. I'll take the two-month leave,"* Maura finally decided.

*"That's more like it,"* her father said happily. (Fimeta, 2021, p. 9)

If linked to the theory of mind, the data above represents mind data because it shows the internalization process of the main character with the figure of Papa from Maura's perspective. The first stage in the theory of mind is impulse, which is evidenced in the bold excerpt: ***"Papa gives you a choice: a two-month leave or Papa bankrupts the company. Or should Papa just buy the company? If Papa becomes your boss, then Papa can fire you as he pleases."*** This dialogue falls into the category of impulse. In this dialogue, Papa's character creates a perception within himself regarding Maura, namely

making a decision with the expectation of eliciting a favorable reaction from Maura concerning the coercion imposed on her to take a work leave. The impulse is presented with the hope of generating a perception in the main character. Once the impulse is understood, the next stage is perception.

Perception is the second stage after impulse, where perception acts as a stimulus that has passed through the impulse process. This is evidenced in the excerpt, *“Wait, Pa. Didn't you say last night that this is Maura's own life?” Maura said, recalling her father's words from the previous night.* In this excerpt, Maura's response to her father is to recall and resist the impulse given by Papa Maura. The verbal symbol perceived by Maura is a feeling of confusion and anxiety, coupled with the hope that what her father said would not happen and would not be carried out.

After perception is understood, the next stage is manipulation, which is found in the bold excerpt: *“Once in a while, Papa has to interfere. So, what do you say?” Haris asked again while raising his eyebrows alternately.* Manipulation is the third stage in the theory of mind, emerging as a response to perception. In the bold text, an implicit symbolic meaning arises, conveying a subtle form of coercion with the expectation that Maura will comply with Papa's words.

Once the manipulation stage is understood, the final stage of the theory of mind is consummation. Consummation is referred to as the decision-making stage or the final outcome of thought. In this data, consummation is evidenced in the excerpt: *“Okay, fine, Papa wins. I'll take the two-month leave,” Maura said decisively.* This excerpt represents the final stage and decision made by Maura. The verbal symbol that emerges is a feeling of frustration, as Maura concedes to her father because he is her parent, leaving her with no other choice but to accept his decision. Based on the theory of mind indicators, this data qualifies as mind data because it has passed through four stages: impulse, perception, manipulation, and consummation.

*Saat menuruni tangga, semua pasang mata menatap Maura kagum. Parasnya yang cantik mampu membuat orang-orang di sana seolah terhipnotis. Maura sedari tadi menundukkan kepalanya, karena jujur saat ini dia benar-benar gugup. “Maura, senyum, jangan nunduk,” ucap Haris. Maura dengan gugup perlahan mendongakkan wajahnya dan saat itu juga pandangan matanya bertemu dengan mata indah milik Aska. Cukup lama keduanya bertatapan, bahkan Aska pun terlihat seolah terpesona dengan kecantikan Maura. “Ehm...Aska ganteng, ya, Ra, sampai kamu tatapnya lama gitu. Sabar, nanti malam aja tatap-tatapannya,” bisik Tania, membuat Maura segera memutuskan kontak matanya dengan Aska. (Fimeta, 2021, p. 15)*

*As she descended the stairs, all eyes admired Maura. Her beautiful face seemed to hypnotize everyone present. Maura kept her head down, honestly feeling extremely nervous at the moment. "Maura, smile, don't look down," Haris said. Nervously, Maura slowly lifted her face, and at that moment, her gaze met Aska's beautiful eyes. They stared at each other for quite some time, and even Aska seemed mesmerized by Maura's beauty. "Ehm... Aska is so handsome, huh, Ra, that you're staring at him for so long? Be patient, save the staring for later tonight," Tania whispered, making Maura immediately break eye contact with Aska. (Fimeta, 2021, p. 15)*

If linked to the indicators of the theory of mind, the data above falls into the category of mind or thought theory. The first stage in the theory of mind is impulse, which is evidenced in the excerpt: *"As she descended the stairs, all eyes admired Maura."* The verbal symbol occurring here is admiration for Maura due to her beauty. The admiration and hypnotic effect represent the heartfelt impulse of those who gazed at Maura as she descended the stairs. In this case, Maura becomes the object. Once the impulse is understood, the next stage is perception, which is evidenced in the excerpt: *"Maura kept her head down, honestly feeling extremely nervous at the moment."* Perception arises due to the stimulus from impulse; in the impulse stage, all eyes admire Maura, and in the perception stage, Maura lowers her head, feeling nervous from being the center of attention. Without the impulse stage, the perception stage would not occur.

Once perception is understood, the next stage is manipulation, the third stage, which occurs as a response to perception. This is evidenced in the bold excerpt: ***"and at that moment, her gaze met Aska's beautiful eyes. They stared at each other for quite some time, and even Aska seemed mesmerized by Maura's beauty."*** In this stage, there is a verbal symbol between Aska and Maura, namely admiration for each other's beauty and attractiveness. This symbol carries an implicit meaning that both experience overwhelming emotions.

Once manipulation is understood, the next stage is consummation. This is evidenced in the excerpt: *"Ehm... Aska is so handsome, huh, Ra, that you're staring at him for so long? Be patient, save the staring for later tonight," Tania whispered.* Consummation is the final stage of the theory of mind. The bold text contains a symbol indicating that Maura gazed at Aska for an extended period from another person's perspective. This implies that Maura has admiration for Aska, transitioning from sadness over marrying an unfamiliar man to mutual admiration between them.

*Gia menghela napas pelan. "Ya udah sana ajak Maura ke kamar sekalian," ucap Gia seraya bergeleng-geleng. "Oh ya, satu lagi. Nanti alua Aska masih cuek, aduin ke Bunda, biar bunda omelin sampai kapok suami kamu," ucap Gia,*

*membuat Maura tidak kuasa menahan tawanya. Sementara Aska dengan rasa tanpa bersalah malah beranjak begitu saja dari tempatnya, meninggalkan Maura yang meringis pelan. Belum apa-apa sudah meninggalkan saja. (Fimeta, 2021:17)*

*Gia took a deep breath. "Alright, just take Maura to the room while you're at it," Gia said, shaking her head. "Oh, and one more thing. If Aska remains indifferent, report him to Mom so she can scold him until he learns his lesson as your husband," Gia said, making Maura unable to hold back her laughter. Meanwhile, Aska, without any guilt, simply stood up and walked away, leaving Maura wincing slightly. They weren't even properly married yet, and he was already leaving her behind. (Fimeta, 2021:17)*

If linked to the concept of mind, where a person's actions are driven by internal or external factors, the bold excerpt "*Gia took a deep breath. 'Alright, just take Maura to the room while you're at it,'*" represents impulse. Gia instructs Aska to take Maura to the room to rest, knowing that Aska would not do it without being told.

Once the impulse is understood, the next stage follows, as seen in the bold text: "*Oh, and one more thing. If Aska remains indifferent, report him to Mom so she can scold him until he learns his lesson as your husband,*" Gia said. This excerpt includes perception, manipulation, and consummation. The perception arises from the impulse, leading to manipulation and consummation. Gia provides an alternative for Maura regarding Aska's indifferent nature. The symbol given here is Gia's protective stance towards Maura against Aska's indifference. Gia's facial expression conveys concern, while Maura's reaction of suppressing laughter suggests she sees Aska as a child still being scolded by his mother, Gia.

*Maura menghela napas pelan. Bukan jawaban itu yang dia butuhkan, karena jujur saja Maura tidak tega melihat Aska kerja terlalu keras. Padahal jika tidak bekerja sebentar pun uangnya tidak akan habis, tapi entahlah kenapa Aska sepertinya gila kerja. Maura segera mengakhiri kegiatan makannya karena ia benar-benar sudah tidak selera. (Fimeta, 2021:41)*

*Maura took a deep breath. That was not the answer she needed because, truthfully, she couldn't bear to see Aska working too hard. Even if he stopped working for a while, his wealth would not be depleted. However, for some reason, Aska seemed obsessed with working. Maura quickly finished her meal because she completely lost her appetite. (Fimeta, 2021:41)*

If linked to the theory of mind, the data above represents mind data because it shows the internalization process of the main characters, Maura and Aska. The bolded quotation, "*Today, I'm going to Singapore,*" said Aska. This excerpt falls into the category of impulse or an emotional urge. Aska, following his own heart, tells Maura that he is leaving for a business trip to Singapore. Aska's *gesture* while speaking is cold and indifferent. The verbal



symbol here indicates that Aska does not care about Maura and leaves without much concern. This, of course, creates a perception in Maura's mind, as evidenced by the quotation, *"Again?" Maura asked with a slightly annoyed tone. "Aren't you tired of working day and night?"* The emerging symbol represents frustration, and in reality, Maura does not want to be left behind by Aska.

Once perception is established, the next stage is manipulation. This is demonstrated in the excerpt, *"No," Aska replied as he hurried away from the dining table.* Manipulation occurs as a reaction to perception. Manipulation is the third stage in the mind process, and Aska's facial expression remains blank, showing no emotion. Aska remains cold and indifferent toward his wife, Maura. The next stage is consummation or the final phase, evidenced by the quotation, *"Maura let out a slow sigh. That was not the answer she needed. To be honest, she couldn't bear to see Aska working so hard. Even if he took a short break, his money wouldn't run out, but somehow, Aska seemed obsessed with work."* The verbal symbol experienced by Maura is disappointment, and her mood fades due to Aska's obsession with work, making him unaware of time.

Essentially, women want to be understood and given attention, but in this case, Maura does not receive that. She can only suppress her disappointment, endure the bitterness alone, and get used to Aska's nature. Based on the indicators of the theory of *mind*, the data above qualifies as mind data because it has gone through four stages: impulse, perception, manipulation, and consummation.

*"Pasti kelelahan," ucap Maura pelan. Maura memutuskan pergi ke dapur dan memanaskan masakannya, setekah itu dia menyiapkan makan untuk Aska dan membawanya di atas nampan lengkap dengan air putih dan juga obat. (Fimeta, 2021, p. 75)*

*"He must be exhausted," Maura said softly. She decided to go to the kitchen, heat up the food, and prepare a meal for Aska, placing it on a tray with a glass of water and some medicine. (Fimeta, 2021, p. 75)*

In the excerpt above, when linked to the theory of mind, it is evident that every individual has symbols in their interactions. According to the indicators of the theory of mind, behavior is related to problem-solving and is outlined in four stages: impulse, perception, manipulation, and consummation.

In the passage, *"Maura got up from her seat, but Aska held her back. Maura was startled when Aska's hand touched her arm—not without reason, as she felt his hand was burning hot. 'Aska, you're sick.'"* This represents Maura's impulse or emotional urge to ask about Aska's condition, hoping for an answer or feedback. Essentially, there is always something influencing a

person's thoughts, whether an external stimulus or an internal one. The verbal symbol here is Maura's concern for Aska.

After impulse, the next stage is perception, demonstrated in the quote, *"I'm fine," Aska replied.* Perception arises as a reaction to impulse or emotional urges. Aska's facial expression and gesture remain cold and unemotional. His verbal symbol suggests that he is actually unwell, but due to his ego and cold personality, he responds as if everything is fine.

After perception, the third stage is manipulation, as seen in the quote, *"He must be exhausted," Maura said softly.* Manipulation occurs as a response to perception. Maura assumes that exhaustion is the cause of Aska's illness. Even though Aska claims to be fine, Maura believes otherwise and attributes his condition to excessive work. The verbal symbol here is care—Maura pays close attention to Aska before making any assumptions about his condition.

Once manipulation is understood, the next stage is consummation, or the final phase of problem resolution. This is evidenced by the excerpt, *"Maura decided to go to the kitchen, heat up the food, and prepare a meal for Aska, placing it on a tray with a glass of water and some medicine."* Consummation occurs as a response to manipulation. In this final stage, Maura resolves the issue by showing her care for Aska by preparing food, water, and medicine. The verbal symbols in Maura's actions represent concern, affection, and worry for Aska. Based on the indicators of the theory of mind, the data above qualifies as mind data because it has gone through four stages: impulse, perception, manipulation, and consummation.

*Betapa terkejutnya Maura ketika menemukan ovennya berasap, sedang Aska yang mengikuti Maura pun sama-sama terkejut. Maura dengan cepat mematikan ovennya dan membuka oven itu ia mengambil Loyang di dalamnya karena terburu-buru Maura lupa menggunakan alas. "Aw!" pekik Maura. "Maura kamu gimana, sih!" ucap Aska kaget karena tangan Maura baru saja menyentuh Loyang panas itu. "Aku nggak tau," ucap Maura pelan seraya menatap tangannya yang terlihat mengenaskan itu. Aska menghela napasnya pelan ia mengambil tangan Maura dan mengalirinya dengan air, setelah itu Aska menyuruh Maura duduk di kursi dapur. "Tunggu sini aku ambil salep," ucap Aska yang diangguki Maura. (Fimeta, 2021:81)*

*Maura was shocked to see smoke coming from her oven, and Aska, who followed her, was equally surprised. Maura quickly turned off the oven and opened it. In her haste, she forgot to use an oven mitt when grabbing the tray. "Ouch!" Maura cried out. "Maura, what are you doing!" Aska exclaimed in shock as Maura's hand touched the hot tray. "I didn't realize," Maura muttered softly, staring at her badly burned hand. Aska took a deep breath and gently took Maura's hand, running it under cool water. After that, he told Maura to sit down on a kitchen chair. "Wait here, I'll get some ointment," Aska said, and Maura nodded in agreement. (Fimeta, 2021:81)*

If linked to the theory of mind, every individual has symbols in their interactions. According to the indicators of the theory of mind, behavior is related to problem-solving and is outlined in four stages: impulse, perception, manipulation, and consummation.

In the bolded excerpt, *"Ouch!" Maura cried out. She was cooking and accidentally touched the hot tray without an oven mitt, experiencing pain. Instinctively, due to impulse or an emotional urge, Maura did not remain silent but instead cried out in pain.*

After impulse, the next stage is perception, as seen in the quote, *"Maura, what are you doing!" Aska exclaimed in shock as Maura's hand touched the hot tray.* Perception occurs as a reaction to impulse. Aska spontaneously responded to Maura in a harsh tone. His verbal symbol expresses worry, although his concern was wrapped in what seemed like frustration.

After perception, the third stage is manipulation, demonstrated in the bolded excerpt, *"Wait here, I'll get some ointment," Aska said, and Maura nodded in agreement.* Manipulation happens as a response to perception. Aska quickly decides to help Maura by bringing her ointment for her burn. His verbal symbol represents care—every individual who expresses concern is beginning to show signs of affection. Over time, Aska shows small acts of care toward Maura.

After manipulation, the final stage is consummation, evidenced by the bolded excerpt, *"Be more careful next time," Aska said.* Consummation is the resolution of a problem or the conclusion of an issue. Consummation arises as a reaction to manipulation. In this case, Aska gives advice and a reminder for Maura to be more cautious in the future. His verbal symbol reflects care, as he does not want Maura to experience the pain of a burn again. Based on the indicators of the theory of mind, the data qualifies as mind data because it has gone through four stages: impulse, perception, manipulation, and consummation.

## Conclusion

The findings of this study highlight the depth of symbolic interaction in Auralaska by L. Dela Fimeta, particularly through the characters Maura and Aska. The analysis reveals that their thought processes align with the concept of symbolic interaction, encompassing impulse, perception, manipulation, and consummation. These elements shape the characters' decision-making and responses, illustrating how symbolic meanings influence their actions. Notably, Maura and Aska's cognitive tendencies are driven by impulse, largely shaped by the dynamics of their newly established

household, including their arranged marriage, emotional bonds, and internal as well as external influences.

Despite these insights, the study has certain limitations, particularly in its scope of analysis, which focuses primarily on the main characters. Future research could expand on these findings by exploring other characters or applying different theoretical frameworks to further understand the complexities of symbolic interaction in literary works. Additionally, these findings have broader implications for literary and psychological studies, offering a nuanced perspective on how characters' thought processes reflect real-world human interactions and decision-making patterns.

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## USING PODCAST TO IMPROVE STUDENTS' LISTENING SKILL IN LEARNING ENGLISH

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### Abstract

This research is about increasing students' listening skill ability by using podcast as one of material sources taken from internet. The objective of this study is to describe the improvement of students' listening ability using podcast in their learning. This research is an Action Research which is supported by planning, action, observation and reflection in two cycles. The participants are the students of English regular class at the second semester of Faculty of Economics and Business University of Muhammadiyah Jakarta. The data collection technique uses quantitative and qualitative data. The qualitative data are obtained from the result of observation, interview, and questionnaire done by teacher and collaborator teacher. Meanwhile, the quantitative data are taken from pre-test and post-test. The result is then analyzed using descriptive statistics to know the difference of scores before and after the implementation of podcast. The result shows that podcast can improve students' listening skill and it is an effective tool to be applied to listening classes to encourage students' interest in listening activity. It can be seen from the average of result of their pre-test, post-test I dan post-test II that significantly increased. In addition, the result of observation shows that students' interest and enthusiasm during learning activity improved significantly.

**Keywords:** *listening skill, podcast*

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### Introduction

Learning English is urgent to do in this modern era. In this century, the world becomes more accessible, sharable and familiar for all people around the world. They can connect to others easily only by the phone in their hand. Through social media, podcast, or



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online magazine, everyone can get any information they need globally. Since science and technology are always progressing, big changes happen to people's life. The need of information is increasing and we can find it easily on internet. We can enrich our knowledge about business, medical, politics, economy, education through internet. To access them, we have to understand English since it is all in English because English has been accepted as the only global language among thousands of speakers of different languages in the world. English is used for communication both written and spoken. In order to build international relationship in science, technology, business, education, travel, tourism, and so on, English is very needed to master by everyone. As English plays a dominant role in almost all the fields today, there is an urgency to learn its role as a global language. Mastering English helps us communicate effectively with people from all over the world, makes travelling a lot easier and allows us to learn more about different cultures. Besides, having good skills of English will improve and widen job opportunities with good salary, increase the level of self-confidence, and improve our communication skill.

In Indonesia, English becomes a must-learnt subject from elementary school to university. This information can be found on the website of kemendikbud.go.id. Nevertheless, many English learners have difficulties in learning it. English is often considered as a difficult subject for various reasons such as the complicated grammar rules or difficult pronunciation. Many students have difficulties in mastering the four skills of English; listening, speaking, reading, and writing. These difficulties are caused by some reasons such as having low confidence to speak, being afraid of making mistake, not having a speaking partner, lacking of vocabulary, etc. These problems are not only faced by lower level students but also higher level students like university students. Whereas, the process of English learning is started from listening, speaking, reading and the last is writing. We can speak or express ideas after listening. According to Song (2008) listening in English is an active skill which requires listeners to deal with a variety of complicated things, such as interpreting sounds, stress or intonation.

Listening is a receptive skill that learners should sense and attend, understand and interpret, remember and respond the information that they hear as a process to learn. Wallace (2004) wrote that listening skill is very important skill because this skill may human acquire perception, knowledge, information and success in communicating with others. Through listening we can interpret the meaning of utterances. Listening is also part of communication and through listening we can share our opinions with other people. Listening is the most frequently used language skill because people communicate every day. Brown (2001) stated that listening is the major component in language teaching and learning because learners do more listening than speaking in the classroom. It means that listening is important skill which needs to be mastered in a language learning. Hasan (2000) in Hamouda (2013) stated that listening comprehension provides the right conditions for language acquisition and the development of other language skills. Therefore, listening is a skill that supports the success of other skills in



the language learning acquisition because we can write correctly when we listen and get information correctly.

However, listening skill is not a simple learning process. When someone can listen, it means she or he can understand and differentiate sounds, vocabulary or grammar. They can interpret intonation or meaning, consider many things at the same time, and adjust to the social cultural context from utterances that are listened (Vandergrift, 2012). Therefore, it is important to use effective media and method in teaching listening skill in order to make students listen and comprehend the conversation well. According to Vernon S. Gerlach (1980), media can be any person, material or event that establishes condition in which enable the learner to acquire knowledge, skills, and attitudes. In this case, the teacher, textbooks, workbooks, audio, videos, podcasts, online courses and the school environment are media. Choosing appropriate media to solve the students' problems in listening is important since it can motivate students and improve their listening skill. In this era, modern and interesting media can be taken from internet in a form of any sources such as video, audio, podcast, youtube, pictures, article, etc. The most popular media on internet today is podcast which is a digital medium consisting of audio or video episodes that relate to a specific theme or daily topics discussed by some podcasters. So, listen to English podcast continually will help students understand native speaker better.

According to online Oxford dictionary (2024), podcast is a digital audio file made available on the internet for downloading to a computer or mobile device, typically available as a series, new installments of which can be received by subscribers automatically. In the Cambridge Dictionary (2024), podcast is defined as a radio programme that is stored in a digital form that we can download from the internet and play on a computer or on a mobile phone. While online Collin dictionary (2024) defines podcast as an audio file similar to a radio broadcast that can be listened to on a website or apps on your phone, computer, etc. From these definitions we can make a conclusion that podcast is a program made in a digital format and is available for download over the internet. For example, series of digital audio programs that users or subscribers can download to a personal device to listen anytime and anywhere.

Today, digital technology is preferred by most people as the first go-to source of knowledge and learning (Merzifonluoğlu & Gonulal, 2018). In light of this trend, language learning has changed into a more flexible and cost-effective format without being limited to a physical space or time (Kukulskahulme, 2009). Furthermore, mobile technologies such as smartphones, tablets, smart TV and widespread availability of materials on Internet greatly give benefits to students if they can use them wisely. From these opinions, one appropriate method that can be used in the classroom especially for teaching listening skill is the implementation of podcasting and vodcasting technology (Abdous, Camarena & Facer, 2009). This method can both embrace mobile technology and combine flexible and extensive learning so it can maximize students' ability. Podcast is an audio file that is distributed over the Internet through subscription. Podcast is usually in the format of an MP3

and can be played on any digital device, such as laptops, tablets, smart TV and smartphones. Podcast is automatically delivered to subscribers and they can listen to them whenever and wherever they want (Shelly & Frydenberg, 2010). While Vodcast is the podcast with video content instead of audio only (Dupugne, Milette & Grinfeder, 2009). For this reason, vodcast is also known as a video podcast. There are some benefits of using podcast in the classroom such as helping students to build listening/vocabulary/comprehension skill, engaging students with high quality content, allowing students to learn from other sources, and increasing students' interest about English, etc.

Some reasons why this research uses podcast as a media of improving students' listening skills are that it can give students an exposure to an authentic language spoken by native speakers with various topics or different accents and dialects and help students improve their pronunciation and speaking skill by hearing repeatedly correct pronunciations, stress or intonations. Furthermore, actively listen to podcast can also improve students' comprehension skill because they must understand the main idea, infer meaning from context, and follow a logical flow of information. They are able to identify key points of the topics, recognize the details, and draw conclusion.

Based on some problems mentioned above, this research is urgent to conduct to respond some educational issues which focuses on applying English podcast as a teaching listening aid to help students make improvement in listening skill. This study is carried out at University of Muhammadiyah Jakarta with the title "Using Podcast to Improve Students' Listening skill in Learning English". Based on a previous survey done by the researcher, they have the same problems in listening skill. Most of them have difficulties in listening native speakers because they have limited vocabulary, low concentration, poor learning sources and equipment, less exercise, etc. While previous studies have been conducted recently to know the effectiveness of podcast in improving students' listening skill, one of them is the research done by Khairiah Syahabuddin et. Al. (2021) which found that podcasts help students to improve their listening skills. It was proven by the improvement of the mean score of students' pre-test and post-test (36.3 to 63.3). Overall, this study suggests that developing English listening skills can be boosted with Podcasts. It is potential to help learners in improving their listening comprehension. The students who learned using podcast got a better achievement than those who did not. What makes this research different from previous studies is that this research uses recent topics or updated information to attract and to arise students' interest in listening the podcast. Besides, research using podcast as a media of teaching listening in university level is not that many. So, it can be used as a model for future studies.

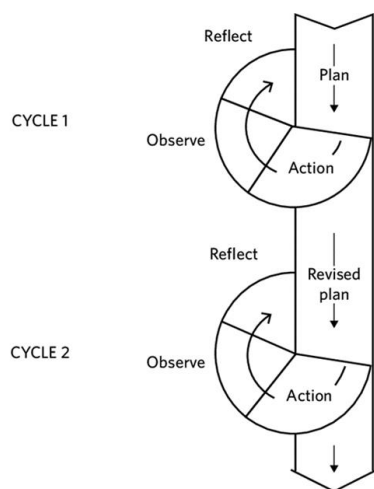
The purpose of this study is to describe the improvement of students' listening ability using podcast in their learning activity. Through this research, the researcher hopes that it can be beneficial for both language learners and other researchers to enrich their knowledge about improving students' listening skill using podcast. The research about it is urgently done

and expected to contribute some ideas, concepts, and information in the field of education in Indonesia especially for Language learning.

## Research Methods

### Design

There are some methods of conducting research which will guide and help researchers to collect and analyze the data. In this case, the writer uses qualitative descriptive method and uses Classroom Action Research (CAR) as the design of this study. According to Kemmis and Mc. Taggart (1988), Classroom Action Research is a deliberate, solution-oriented investigation which is group or personally conducted and occurs through a dynamic and complementary process. The characteristic of this method is spiralling cycles of problems identification, systematic data collection, reflection, analysis, data driven action taken, and finally problem redefinition. The steps of action research based on Kemmis and Taggart involve four essential steps that form a spiral cycle: Plan, Act, Observe, and Reflect. The main purpose of action research is to help teachers improve their teaching. Their research design illustration could be as follows:



While Bogdan & Biklen (1992) explain that action research is a systematic collection of information that is designed to bring about social change. In addition, Cameron-Jones (1983) defines action research as a research conducted by practitioners to improve their professional practice and understand it better. In accordance with that Allwright and Bailey (1991) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens in the classroom. It treats classroom interaction as the only object of investigation. Based on these definitions, it can be concluded that classroom action research (CAR) is a reflective process that teachers use to improve the teaching practices. The term practitioners used to refer to teachers who practice and act in classroom. The action and

the practice are done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, the teachers and learners feelings during or after the lessons, and so on. It is a cyclical process in which educators examine their own practice systematically and carefully using the techniques of research. Researchers design a research question, collect data, analyze what they have learned, and write about their findings. Observations, interviews, surveys and journals are typical data methods that they use to investigate their questions. The goal of this research is to find out what works best in the classroom so that teachers can improve student learning and remedy problems in specific situations.

In this research, the researcher employs collaborative action research design in which the researcher and the collaborative teacher work together in designing the lesson plan, implementing the action, observing the action and making reflection. The procedure of the research will be done in two cycles. First, the researcher does some preparation in planning stage such as developing a lesson plan, preparing the materials or media of learning (English podcast), planning to give a task and evaluation, preparing observation instrument such as observation checklist. Second, the researcher carefully implements the plans in the action stage. In this stage, the activity is divided into three sections; pre listening activity, main listening activity, and post listening activity. Third, observation is needed for the next stage. This activity helps the researcher know the condition or development in the class before and after the plan implementation by making field notes. Observation activity can be carried out by providing observation sheets like questionnaire or in others ways according to the required data and taking video or pictures as the evidence in order to be investigated further in data processing. The last stage is reflection where the researcher evaluates the changes during the research. Building on the reflection result, the successful steps will be continued to the next cycle. While the successful steps will be investigated and searched for solution.

### ***Participants***

The object is really important in research since it is the source containing data that will be investigated by the researcher. The object of this research is the sample of the population. According to Arikunto (2013), population is the whole of subject of research. The population in this research is all English regular classes at the second semester of Faculty of Economics and Business University of Muhammadiyah Jakarta and the researcher chooses one class which consists of 42 students as the sample of this research. Arikunto (2013), said that sample is a part of population from the result of research data. Good sample is a sample that represents the result data of general population. If the subject of the research less than 100, then all subjects should be taken as research subject. However, if it is more than that, it can be taken about 10-15% or 20-25% as sample.

### **Data Collection**

Data can be defined as a set of raw information or facts in the form of symbols, numbers, words, or images, which are obtained through the process of observing or searching to certain sources. Data of this study are collected through operational technique. It means that the data obtained from the field, they are from the students and the teacher. The researcher takes the data from the results of observation, interviews with the English teacher and students, and the results of listening tests using podcast in pre-test and post-test. Therefore, the instruments used in this research are test (pre-test and post-test by giving and audio/video conversation and list of questions like filling the blanks, multiple choice, etc), interview, observation and documentation. Furthermore, the researcher collects the data in the form of quantitative and qualitative data. The qualitative data can be obtained from observation or interview with students and teacher before and after podcast implementation. While quantitative data can be taken from the score result of pre-test and post-test.

### **Data analysis**

To find out whether there is a positive and significant increase in the use of podcast to improve students' listening, the researcher analyses the data by taking the average of pre-test and post-test. The researcher gives tests in the initial and final cycles to determine students learning outcomes after the action. The average is calculated by applying the following formula proposed by Arikunto (2007):

$$X = \frac{\sum x}{\sum n}$$

Note :

X = The average score.

$\sum x$  = Total of the student's score

$\sum n$  = Total of the students that follow the test.

Indicators of success are taken from the process and results of classroom action research. It is considered to be successful if 70% of students score more than 75 (KKM) and 70% of students are active in the learning process. Furthermore, the positive improvement is also described from the result of observation and interview with students and teacher.

## Results and Discussion

### Results

The findings of this study have two kinds of data. They are quantitative and qualitative data that are analyzed descriptively. Qualitative data is obtained from the questionnaire or interview, whereas the quantitative data is obtained from the result of pre-test and post-test. The quantitative data below was obtained from the three tests; pre-test, post-test 1 and 2.

Table 1  
The Students' Score in Pre-Test and Cycle I (post-test I) and Cycle II (post-test II)

NO	NAME	PRE-TEST	POST-TEST	
			1	2
1	MH	35	45	65
2	JFH	35	75	75
3	MNA	75	75	80
4	AD	40	50	75
5	SAE	40	60	75
6	HPN	40	75	75
7	AP	35	60	65
8	SR	65	65	70
9	AS	75	75	80
10	CAM	30	60	60
11	MR	50	75	80
12	MS	50	75	80
13	SNI	50	60	75
14	SA	75	85	90
15	AH	30	75	90
16	SA	25	35	60
17	AH	40	45	75
18	MN	50	55	75
19	RHJ	55	75	95
20	WA	50	55	75
21	MN	50	75	95
22	SA	40	45	75
23	R	95	95	100
24	AT	25	50	75
25	TS	40	60	80
26	MY	40	55	65
27	LI	30	45	65
28	JV	40	75	90
29	GP	50	75	95
30	KQ	45	75	90
31	CA	40	40	65
32	ZL	35	55	80
33	RDA	40	55	75
34	AU	40	55	80
35	AM	50	40	75
36	BS	30	75	75
37	ER	25	30	65
38	GZ	75	80	90



39	RA	40	55	80
40	SS	75	65	90
41	AM	60	75	95
42	AS	75	80	95
Total (X)		1985	2595	3310
Mean (X)		47.26	61.78	78.80

The data above shows the students' scores before and after podcast implementation in a listening activity. The pre-test scores were obtained before the podcast, range from 25 to 95 and with a total of 1,985 and an average score of 47.26. These indicate that many students had limited understanding of the learning material before using podcast as a learning tool. After the podcast implementation, the scores of post-test 1 increased significantly, ranging from 30 to 95, with a total of 2,595 and an average of 61.78. This shows us a positive improvement in students' comprehension and learning outcomes. Furthermore, the scores continued to increase in post-test 2, with a range of 60 to 100, a total of 3,310, and an average of 78.80. This final increase suggests that continuous exposure of podcast could enhance students' understanding of the material. The final data above shows the positive impact of the podcast-based learning method because most of the students demonstrated consistent progress in pre-test and post-test.

Table 2  
The comparison of the students' score in three listening tests

Name of test	Pre-test	Post-test 1	Post-test 2
Lowest score	25	30	60
Highest score	95	95	100
$\bar{x}$	47.26	61.78	78.80
N	42	42	42

The table above shows the comparison of students' scores in pre-test and post-test. The tests were conducted to evaluate students' listening comprehension before and after the implementation of podcasts as a learning tool. Before implementing podcast, students' listening comprehension was low. It can be seen from the average score of pre-test. It was 47,26 which is still below the minimum mastery criteria (KKM 75). In addition, the lowest score was 25 which means some students struggled hard with the listening activity. While one student achieved score 95 which means the majority students performed below the standard.

After the podcast implementation, students' listening skill showed better improvement in cycle 1. The average score increased into 61,78 which means a good progress. The lowest score also increased from 25-30 which means that even the weakest students showed some progress. The table

showed that the highest score remained the same at 95 which means the best students maintained their top level. Although there was improvement, some students were still trying to meet the standard and it can be used for reflection to make adjustment in the next cycle through post test 2. After making adjustment based on the reflection of the first cycle, the students' average score increased significantly to 78,80 which means above the standard. The lowest score also increased to 60 which indicates the weakest students had significant progress too. Additionally, the highest score increased to 100 which showed perfect comprehension. Overall, the result showed that podcast gave a strong positive impact on students' listening skill.

Table 3  
The Percentage of Students Who Got Score Over 75

Listening test	Percentage
Pre-test	16%
Post-test 1	38%
Post-test 2	78%

Based on the table above, students' scores showed a significant improvement. In the pre-test, only 16% or 7 students got score above 75 which means the majority of students struggled with listening comprehension. In post-test 1, the percentage increased to 38% or 16 students got score above 75 which indicated that the use of podcast had a positive impact on students' listening skill. Furthermore, there was a very significant increase in post-test 2 with 78% or 33 students got score above 75. This significant improvement highlights the effectiveness of podcasts in increasing students' listening skill.

Furthermore, the findings of the qualitative data in this research are collected before and after the podcast implementation emerged from students' and teacher's observations, interview and documentation. Before applying podcast, many students said that listening exercises are boring and difficult to follow, especially with traditional audio materials that were often monotonous with scripted dialogues which did not reflect real-life conversations. "We were sleepy during the class because the recordings in the textbook were too robotic so we could not stay focused" some of the students stated. It is because the teacher only played the audio and gave an instruction and exercise without clear discussion related to the topic. In addition, many students struggled to understand spoken English especially when native speakers talked fast with unfamiliar vocabulary.

They often missed key points and had difficulties keeping up with the conversations. They said "When we listened to the first audio, we only understand a few words". Furthermore, students felt anxious and frustrated when trying to understand native speaker before podcast implementation.

They did not have confidence about their ability. It can be seen from their expression. On the other hand, students' response and experience were more positive when podcast was implemented. They became more accustomed to natural speech patterns because the topics in the podcast were casual and reflect to daily topics. They said it was much more easier to learn how to focus on key words or meaning prediction. They also showed higher level of interest and enjoyment. A student said "I really enjoyed the podcast. It talked about things I like, such as movies or music, so I wanted to listen more". So, the variety of topics, voices, and real-life conversations made listening practice more enjoyable. In addition, students became more comfortable with different accents and speeds of speech after consistent exposure to podcasts. Some even noticed improvement in their speaking skill because they unconsciously learned new vocabulary and pronunciation. Some said, "I used to struggle with pronunciation, but after listening to podcasts, I learned how to say words naturally".

## Discussion

Based on the table 1 above, it can be seen that there is an improvement between pre-test and post-test. The result of pre-test is still below the KKM (75) with the average score 47.26. It is indicating that the students' proficiency in listening is still low and under the defined success standart. Many students showed significant difficulties in understanding spoken content of listening audio and reflected in the low scores. Following pre-test, the post-test 1 was conducted to evaluate the impact of the pre-test. The table shows an increased average score to 61.78 which indicates students' improvement in listening comprehension. It means that the initial implementation of podcasts contributed positively to the students eventhough some students still struggled to reach the standart score. With this reason, the researcher made an adjustment based on the reflections from the first cycle that the next cycle needed to be implemented. In post test 2, the students' average score rose significantly to 78.80 which is above the KKM. The majority of students scored 75 or above with several achieving scores between 90 - 100, confirming the effectiveness of podcast used to improve students' listening skill. The increase in average scores of all tests clearly demonstrates a positive and significant improvement in students' listening skill.

In addition to quantitative data, qualitative data findings contribute to the success of this research. The data were collected through observation, interview and documentation to provide a more comprehensive teaching and learning process. The researcher used observations sheets, field notes, and documentation. Observations were conducted during each cycle to monitor classroom atmosphere, student participation and behavior, and the

effectiveness of podcast implementation. In the first cycle, observations revealed some weaknesses such as students' difficulty in understanding the audio and answering the questions but these findings informed the researcher to make an adjustment in the next cycle. In the second cycle, observations showed significant improvements in students' participation and ability to respond the tasks, and the teacher could deliver the material well, manage the class well and use the time effectively.

The next findings are the data from the interview. The interviews were conducted with teacher and students to gather opinions and feedback on their experiences before and after the podcast-based activity. Initially their listening lesson was monotonous with almost the same method in each meeting such as listening to a short dialogue and answer multiple choice questions, but then the teacher noted that the students were more engaged and motivated during listening activity when podcast was applied in their class. There was also an improvement between the first and the second cycle of this research.

The teacher noticed that students' vocabulary was improving because they learnt many new vocabularies and looked up the meaning in dictionary to understand them. The podcast was also shared to the students in order to encourage them to practise listening outside the classroom. The students also found that podcast was more challenging and helped them understand more easily by its natural English exposure. They can understand the podcast not only from the vocabulary but also from the tone and pronunciation during the conversation. Some students felt more confident in understanding native speakers.

The findings of the study on using podcasts to improve students' listening skills in learning English align with previous research that emphasizes the effectiveness of audio-based learning tools. The results indicate that students exposed to podcasts demonstrate notable improvements in their listening comprehension, which supports the argument that podcasts serve as an engaging and effective medium for language acquisition.

These findings are consistent with the study by Hasan and Hoon (2013), which found that using podcasts as supplementary learning materials significantly improved students' listening abilities. Their research highlighted that students who regularly listened to podcasts developed better listening strategies, such as predicting content, identifying key ideas, and recognizing different accents and speech patterns. Similarly, Rosell-Aguilar (2007) emphasized that podcasts provide authentic language input, which helps learners become accustomed to natural speech, making them more comfortable with real-world English communication.

Additionally, the study aligns with findings from Yeh (2013), who explored the role of digital audio resources in language learning and concluded that listening to podcasts fosters autonomous learning. This supports the current study's conclusion that podcasts encourage students to take control of their learning by allowing them to practice listening skills outside the classroom at their own pace.

## **Conclusion**

The researcher made some conclusions of this research based on the result of observation, interview, and tests. The implementation of podcast to the listening activity in the classroom can improve students' skill. It is proven by both quantitative and qualitative findings such as the students' increasing score from pre-test to post-test in two cycles and the positive progress during observation. The average score increased consistently from 47.26 to 78.80. Furthermore, observations showed notable improvement in students' participation, engagement, and task response during the research cycle. Interviews further noted that podcast was more engaging and effective than traditional methods because it provides students with natural English exposure through tone, pronunciation, and new vocabulary which boosted their confidence and comprehension. Finally, the findings confirm that podcast is a recommended media to use in the classroom to improve students' listening skill.

Despite these positive findings, this research has some limitations. It was done with a limited time and specific group of students so the results of the study might not apply to a larger group of people because of certain limitations. In addition, factors such as students' learning style and habit were not deeply examined which could influence the result. It is suggested that future researches explore the long-term effect of podcast used in the classroom and find out its effectiveness applied on different level and educational setting.

Based on the findings mentioned previously, it is recommended that teachers apply podcast in their listening activity to enhance students engagement and comprehension. Furthermore, encouraging students to listen to podcasts outside the classroom as part of their independent learning can help their listening skill progress. Overall, this study highlights the potential of podcasts as an effective media in improving students' listening skill.

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## IMPROVING STUDENTS' ENGLISH PRONUNCIATION SKILL THROUGH AUDIO-LINGUAL METHOD

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### Abstract

This research aims to find and analyze the difficulties in English pronunciation on students of English department. In improving the variety of English teaching methods, especially learning methods that can encourage students to improve their ability to pronounce every word in English fluently in order to create effective communication situations. The writer used the descriptive qualitative method. The participant of this research was second semester students of English Department of Universitas Pamulang in the Academic Year 2024/2025. There were 10 respondents chosen randomly. The data of this research were taken from written test through pre test and post test about identifying phonemic consonants and symbols in English Words by giving test. The writer used 40 tests to analyze by students. Moreover, the writer only focused on analyzing the statement sentences The Audio-Lingual (AL) approach is a method of learning English that focuses on developing speaking and listening skills. The techniques used in the audio-lingual approach are: Focus on pronunciation, use of audio, and drills and exercises.

**Keywords:** *Pronunciation, Audio-Lingual*

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### Introduction

English is a language used for communication in the world, English language skills are not only seen in the aspects of reading and writing but also listening skills, listening skills influence recognition and pronunciation skills in English spelling. Pronunciation courses are aimed at improving speaking skills. This research aims to determine the English pronunciation abilities of students majoring in English Literature, Pamulang University.



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As we know, good English language skills have a big influence on other English language skills students majoring in English literature need a variety of English learning methods that can increase their activeness in communicating in English both orally and in writing, students' self-confidence in speaking skills using English still needs to be grown and developed. In this research, Audio-Lingual Method (ALM) is used to analyze how the students understand phonetic symbols. In the process of learning Speaking English in class, teachers use the ALM method because this method is very easy and light in terms of language use and also contains elements of drilling and mimicry so that students can easily speak English imitating native speakers (Richard, 2003).

Teachers or lecturers have an important role in making the classroom learning atmosphere effective and enjoyable because the teacher is the one who gives instructions to students on various questions in any lesson. Learning is often considered as the meaning of the term "instructional" is the process of student interaction with teachers and learning resources in a learning environment (Brown, 1994). Teachers usually deliver material by having conversations, remembering, and playing with facial expressions, which are one of the main techniques used in the Audio-Lingual Method (Yani, 2016).

There are several definitions and perspectives on Audio-Lingual Method by various experts. The audiolingual method trains students in the use of grammatical sentence patterns. It also, unlike direct methods, opts for a strong theoretical basis in linguistics (Tampubolon, Sidabutar, & Sianturi, 2018). Audio-lingual is a method that emphasizes listening. Nunan (2001:23) listening is a six-stages process, consisting of hearing, attending, understanding, remembering, evaluating, and responding. Perdhani (2012) stated that audiolingulism is a linguistics, or structure based, approach to language teaching. It means that In the AL approach, language structures are presented systematically and structured, with the aim of helping students understand and master the language structures.

Drill is a learning technique used to strengthen and improve students' ability to master a skill or concept, especially in language learning. Drill is a systematic and repetitive exercise to strengthen students' abilities as stated by Chakrabarty (2016), they require drill, drill, and more drill, and enough vocabulary to make such drill possible. According to Brooks dalam Mukalel (2005, 78) stated that audio-lingual is a term to stand for the method of teaching a foreign language with a view to developing in the learners the aural-oral abilities to communicate through the language. The output that will be achieved from the activity this is to impart skills English for second semester students because this question is related to the pronunciation

course. Based on existing theory, the ALM (Audio-Lingual Method) method has eleven types of techniques including backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use of minimal pairs, complete the dialogue, and grammar game (Freeman, 1986). To reach the outside The ALM (Audio-Lingual Method) is used to teach, given questions in the form of pre-test and post-test questions by providing phonemic symbols to measure students' consonant and phonetic symbol abilities.

## **Research Methods**

### ***Design***

This research is descriptive qualitative. This research approach is a qualitative approach because it is an assessment to the problem of producing descriptive data or in other words In this research, efforts were made to collect descriptive data expressed in the form of reports and descriptions (Suharsimi, A. 2000). According to Creswell (2009, p. 23), qualitative research is a method used to investigate and understand individuals or groups in relation to social or human issues. . In addition, according to the book *Qualitative Research Methodology and Practice* (Gunawan, 2013) that qualitative research is research that does not start from the field based on the natural environment.

### ***Participants***

The participants of the study are from the second semester of the English Department at Pamulang University, South Tangerang. There are 10 students would be samples of this research in the class. This research taken in academic year 2024-2025.

### ***Instrument***

The instrument used in this research uses test questions or "Test Instrumentation, this test can be called "Objective Test" or "Standard Test". Objective Test is a type of test that uses predetermined questions and has right and wrong answers. This test is used to measure students' abilities or knowledge in a particular field. The objective test instruments used here are: Fill-in-the-Blank and Matching. Participants are given each pre-test question, the pre-test questions contain 2 tables, namely in the form of a word and picture quiz, namely pairing or identifying examples of pictures and phonetic letters.

### ***Data Collection***

Before participants are provided with material English, participants are given a test, ie pre-test to measure how much the participant's ability to do or answer English practice questions. The questions are adapted to the discussion material English lessons in pronunciation. After English materials given to participants, given a test. Next, namely the post-test. Post-test carried out after this training has been completed, The aim is to measure ability participants understand and comprehend the English materials. In the first stage, each student is given an explanation of pronunciation, understanding, just a general introduction to the meaning, examples of pronunciation or pronunciation, phonetic symbols for consonants and vowels in English. This stage is explained simply because the target is only to gain participants' understanding before taking the pretest. The second stage, students are given each pre-test question, the pre-test questions contain 2 tables, namely in the form of a word and picture quiz, namely pairing or identifying examples of pictures and phonetic letters. The third stage, students are given an explanation regarding the pronunciation of words related to the pretest. This presentation uses the audio-lingual or drilling method which we know as repetition, students are guided to repeat each letter and example word given. The fourth stage, here is the final stage, after students collect the results of the pretest answers and follow the drilling presentation of the material, then they are given the final stage session. The final stage is giving post test questions, namely questions given after complete phonetic vowel and consonant training.

### ***Data analysis***

Data analysis in this research is a qualitative description, Qualitative methods are data analysis methods that focus on collecting and analyzing data that cannot be measured numerically. Qualitative methods can be used to analyze student pronunciation data in terms of pronunciation, intonation and rhythm errors.

## **Results and Discussion**

### ***Results***

#### **1. Pretest Results for the Ability to Identify Phonemic Consonants in English Words**

In giving this pre-test, participants are immediately given questions before being given training or presentations regarding phonemic consonants. Students fill in according to their ability and reasoning without any explanation regarding the phonemic consonants, in other words according to their knowledge based on what they have learned in the pronunciation lecture. In this pre-test, it consists of questions in the form of phonemic

consonants which are different from ordinary consonants. Participants are given 2 parts of the questions, namely the first part contains 7 questions with 1 example. Participants are asked to fill in the correct English word in each question which contains phonemic consonants. In this question, a table has been prepared as a guide for each phonemic consonant, while in the second part, students have to match or fill in 33 English words into a table where the phonemic consonants are listed. The following is the form of the pretest questions:

**Phonemic consonants which are different from normal consonants**

D1.4 Here is a list of different activities. In each one, one of the words is written with phonemic symbols. Write it in normal letters. Use the table to help you

**EXAMPLE**  
/wɒtʃɪŋ/ *watching* television

1 ski /dʒæmpɪŋ/ \_\_\_\_\_  
2 /wɒʃɪŋ/ \_\_\_\_\_ the dishes  
3 /ju:zɪŋ/ \_\_\_\_\_ a computer  
4 sun /beɪdɪŋ/ \_\_\_\_\_  
5 /sɪŋɪŋ/ \_\_\_\_\_ songs  
6 /θɪŋkɪŋ/ \_\_\_\_\_ about something  
7 /pleɪɪŋ/ \_\_\_\_\_ games

phonemic symbol	usual spelling
ʃ	SH
dʒ	G or J
tʃ	CH
ŋ	NG
j	Y or U
θ	TH
ð	TH

Figure 1. Pre -test Phonemic consonants

The following is a chart of the results of the answers from the pretest given to 10 students regarding students' ability to understand phonemic consonants.

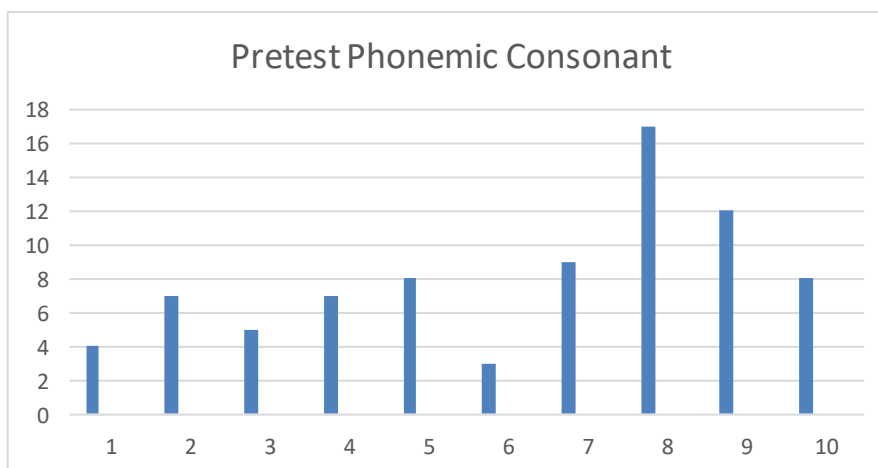


Figure 2. Total's Result of correct answer on Pre test  
( number of participants)

From the total pre-test questions, namely 40 questions from 2 parts, participant number 8 achieved a total of 17 correct answers, while the other participants below that had the lowest number of correct answers, namely participant number 6 who was only able to answer 3 questions.

2. Post-test results for the ability to identify phonemic consonants in English words

In giving this post test, students are given questions after being given an explanation or presentation regarding phonemic consonants. The explanations given are examples of sounds for consonants and vowels as well as examples of English words for each phonemic consonant. The post test questions use the same questions as the pre test questions. The following is a chart of the results of the answers from the post test given to 10 students regarding the participants' ability to understand phonemic consonants.

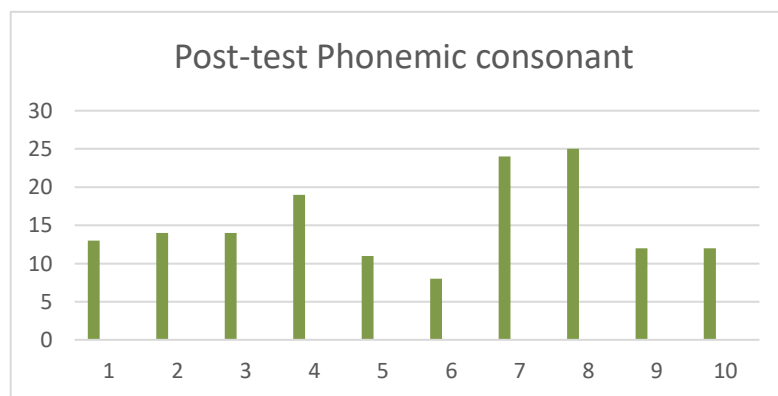


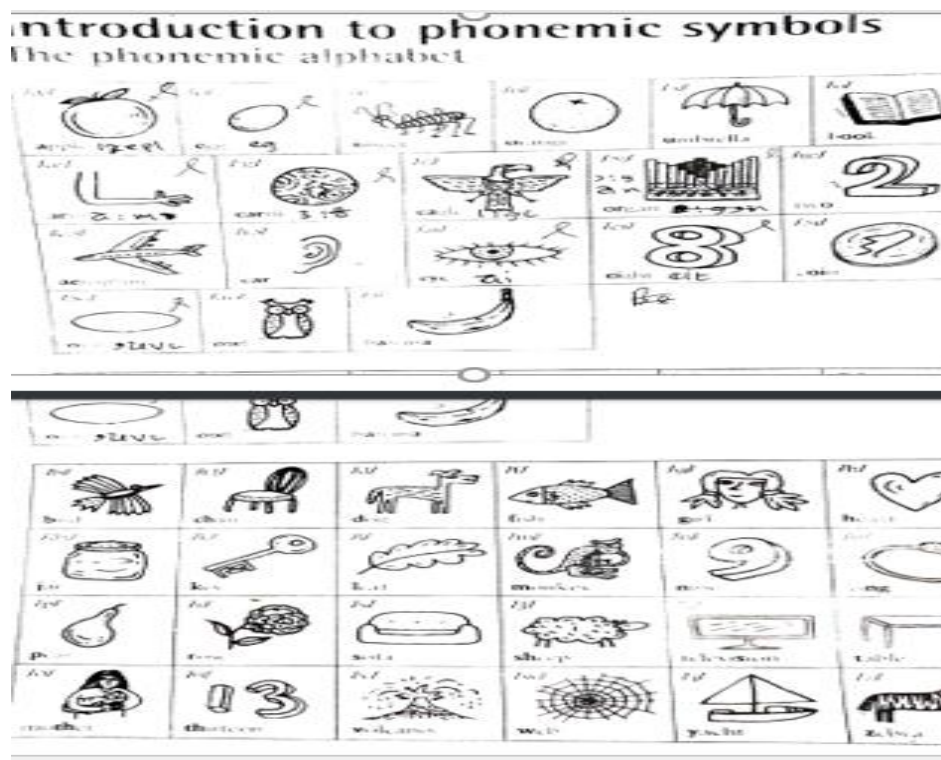
Figure 3. Total's Result of correct answer on Post test (number of participants)

From the total Post-Test questions, namely 40 questions from 2 parts, there was an increase in the ability of all students in answering these questions, and the highest number of correct answers was still obtained by participant number 8 who succeeded in getting 25 correct answers, and the lowest number of correct answers remained the same, namely by participant number 6 who was only able to answer 8 questions.

3. Post-test results for the ability to identify phonemic symbols in English words

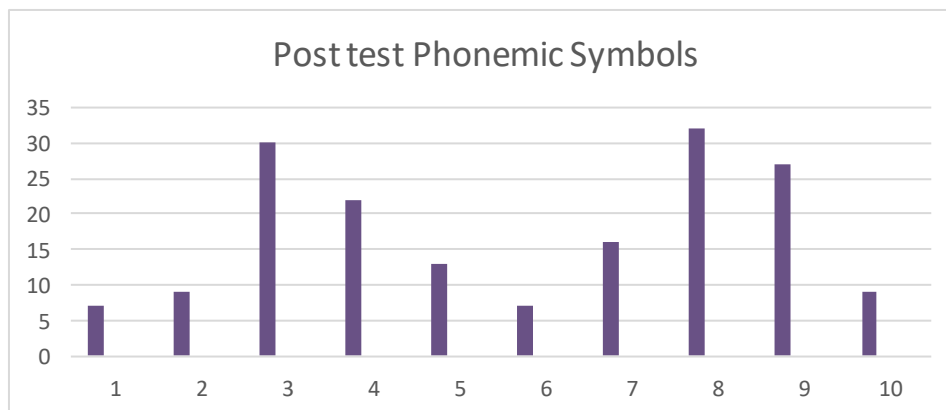
After completing the Post-Test stage on phonemic consonants, students are given training on introduction to phonemic symbols. In this question, they are given a collection of 19 pictures for vowel questions and 24 pictures for consonant questions, so the total questions are 43 questions/picture. The following questions are in the form of Phonemic Symbols:





Picture 4. Post-Test Phonemic Symbols

The following is a graph of the results of the answers from the post-test given to 10 participants regarding the participants' ability to understand phonemic symbols:



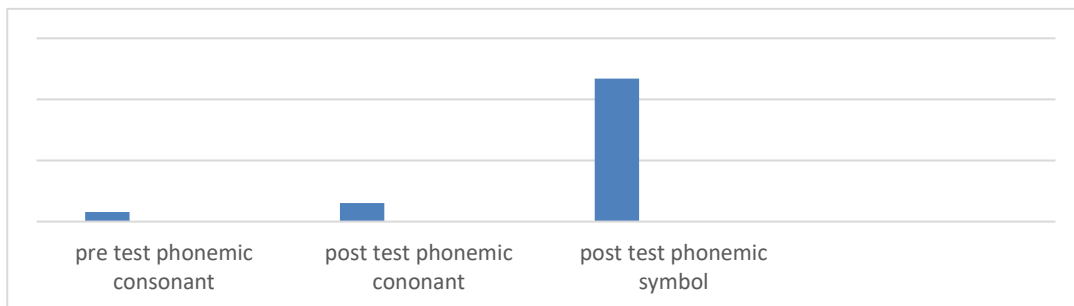
Picture 5. Total's Result of correct answer on Post test Phonemic Symbols( number of participants)

From the total Post-Test questions, namely 40 questions from 2 parts, there was an increase in the ability of all students in answering these questions, and the highest number of correct answers was still obtained by participant number 8 who succeeded in getting 32 correct answers, and the

lowest number of correct answers remained the same, namely by participant number 6 who was only able to answer 7 questions.

4. Results of all abilities to identify phonemic consonants and symbols in English words

The following is a graph of the results of 10 participants' ability to understand in answering pretest and posttest questions on phonemic consonants and phonemic symbols.



Picture 6. Correct answer results on pre-test and post-test questions Phonemic consonants and phonemic symbols

From the graph above, it is clear that the level of understanding for English phonemic pronunciation training obtained by participants has the highest score on the phonemic symbol post-test.

**Discussion**

According to Chakrabarty (2016) stated previous, the method is used in this research is using *drill technique*. Drill is a systematic and repetitive exercise to strengthen students' abilities and they require drill, drill, and more drill, and enough vocabulary to make such drill possible. Based on the results of the pre-test, there were only 3 students who were able to achieve scores above the average, but after being given a post-test after going through a series of Audio-Lingual Methods, there was a significant increase in understanding of phonetic symbols.

After using the Audio-Lingual Method in pronunciation lessons, several changes in abilities that can occur in students are: (1)Improved pronunciation skills: Students can improve their pronunciation skills, including intonation, stress, and rhythm; (2)increase phonetic awareness: Students can better understand and recognize English sounds and can differentiate between similar sounds; (3) Improve listening skills: Students can improve their listening skills, not only that, students also understand the test question instructions given; (4)Increased ability to understand context: after using the Audio-Lingual Method, students can improve their ability to

understand the pronunciation context of almost all phonetic symbols and consonants.

The findings of this study indicate that the Audio-Lingual Method (ALM) is effective in improving students' English pronunciation skills. This aligns with previous research, such as that conducted by Richards and Rodgers (2014), who highlighted that ALM's repetitive drills and structured reinforcement help students internalize correct pronunciation patterns. The emphasis on listening and speaking in a controlled environment ensures that students receive immediate feedback, which is crucial for pronunciation development.

Additionally, the results of this study corroborate the findings of Celce-Murcia et al. (2010), who argued that pronunciation improvement is best achieved through intensive auditory input and structured oral practice. The use of mimicry and repetition in ALM, as observed in this study, reinforces correct articulation, thereby minimizing phonetic errors. Furthermore, the findings resonate with Morley (1991), who emphasized the role of systematic pronunciation practice in achieving intelligibility and fluency in spoken English.

## Conclusion

From the results of the entire series of explanations in this research, it can be concluded that learning pronunciation requires drill practice, repetition of words through training and the encouragement of teachers or lecturers to influence students' fluency in pronunciation, both through understanding phonetic symbols and vowels. The Audio-Lingual Method can improve students' pronunciation skills in speaking English. Using the Audio-Lingual Method can correct students' pronunciation errors in terms of intonation, stress and rhythm. The Audio-Lingual Method can increase students' confidence in speaking English.

In addition, researchers recommend that the ALM (Audio-Lingual Method) method not only suitable to be applied in the Speaking English learning process only, will but this method also makes a lot of contributions to the development of science others such as in learning English vocabulary, English Pronunciation, Listening, Dictation and other subjects. Please be aware of that concept. The ALM (Audio-Lingual Method) method is oral approach and drilling (pattern practice)

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## USING SEGMENTS AND SCRIPT IN TEACHING TENSES IN EFL CLASSROOM

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### Abstract

This study aims at exploring and proving whether using movie segments and movie script as a contextual approach in teaching simple present perfect tense is beneficial to improve students' comprehension and identify how accurate students use both tenses after experiencing the learning process. The method used is an action research in teaching English grammar focusing on tense which is present perfect tense. It is expected that teaching them might be effective by approaching them to those tenses contextually. Movie segments with the script would be used. The main problems that are needed to investigate in this study is: 1 How effective are the movie segments and script used in the process of teaching the present perfect tense? Do learners perform the present perfect tense more accurately after they learn both tenses using movie segments and script? The result shows that students' comprehension of present perfect improved and their use of both sentences is accurate after using this method in the learning process.

**Keywords:** Action research, present perfect tense, movie segments, teaching and learning process

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### Introduction

Learning English Grammar is never really enjoyable for some EFL learners, especially when it comes to tenses rules that they need to master. Learners often have tendency to feel that it is not just the syntactical rules but it is also the functional rule of the tenses itself that make them not confused in identifying the tenses.

The question may arise, are they really important to be taught? In his journal of *Current issues in the teaching Grammar*, Ellis (2006) cited Krashen's argument that grammar—and tenses as the



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part of it—played no role in acquisition. He viewed that learners could automatically proceed it alongside their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated. On the other hands, as she added in the same journal, some researchers argued that teaching grammar was important but that means it should be taught effectively to that was compatible with the natural processes of acquisition.

Based on what is described above, the researcher feels challenged to do an action research study of teaching English grammar focusing on tenses which are present perfect tense and simple past tense related to how EFL learners to differentiate two tenses like simple past and present perfect with the expectation that teaching them might be effective by approaching them to those tenses contextually. Why should it be contextual? According to Thorburry (1999), there are some reasons of it. First, it can be seen by the fact that language is context sensitive. This means that it is very difficult to recover the intended meaning of a single word or phrase without context. That it may become difficult to interpret the texts which divorced from their context. Nevertheless, EFL learners find the texts in the absence of context are either ambiguous or unintelligible. Second is taking words, sentences and texts out of context is obviously make learners are even harder in understanding the function of the text completely. Thus, contextual approach may be variously applied, but here in focusing the two tenses which are simple past tense and present perfect tense, providing an appropriate text as the tool for learners to understand the tense function may be useful. This means that text should be able to represent the function of both tenses. Thus, movie script may fulfill this requirement.

To see how a movie segments can be used and whether it can be related to the English tenses teaching, it might be helpful to defined each of them first. In Merriam-Webster Dictionary, transcript is defined as written, printed, or typed copy; *especially*: a usually typed copy of dictated or recorded material. This recorded material includes videos of film or movie. While the "dialogue" in it is the lines the characters told in the video speak. These dialogues, within the actions, usually follow the plot sequentially. Therefore, it represents the timing or the situation in which story part the character is. While for tenses, Harper and Charniak (1986) introduce three events that occur in tenses which are utterance events, main events, perfect events, and progressive events. This study focuses on perfect events and progressive events. Perfect events mean the sentence implies the existence of the event which occurs before the speaking event associated with a sentence. On the other hand, progressive event represents the time interval from which the main event extends into the past and into the future.

Although it seems that there is no correlation between a script from a movie and grammatical tenses, it is important to look back again that actually in some cases of EFL classes teachers used video as the media to transfer the English material. In his journal, David J Wood (1995) discussed that using movie could build interests in the EFL learners in the English material that is being taught. From the fact that learning grammar is too static for them, movie, said Wood again, could help communicate the language component to



them. While, as Thorburry (1999) said, the grammatical tense itself need to be understood and then produced accurately based on its function in two ways, speaking or writing. This fact proves that in teaching EFL, anything is possible to be correlated, especially between the media may be used and the material needed to focus, like the use of movie segment as the multimedia. It is shown by the previous study in China when some researchers named Niu Qiang, Teng Hai, Xinyang, and Wolff (2006), was teaching with movies that showed it assimilates English structure as one of some benefits given by this learning process. From this point of view, in this study the writer is going to do an action research for teaching tenses using movie segments and the movie script as an approach in an EFL classroom. Thus, the researchers want to identify and find out : 1) How effective are the movie segments used in the process of teaching the present perfect tense? 2) Do learners perform the present perfect tense more accurately after they learn both tenses using movie segments? In relation to the extent of the problems, the limitation of problems to be identified are the effectiveness of using movie segments in teaching tenses and how accurate learners perform the perfect present tense after they learn the tense using movie segments.

## **Research Methods**

### ***Design***

This study uses experimental method which according to Nunan (1992) is to explore the strength of relationships between variables, in this case is for the result of pre-test and post-test. The source of data is the result of pre-test and post-test given to the learner during the learning process in the classroom. The video movie and the script of the movie are also included as the source of the data to show and prove that these teaching aids are the ones that help teacher delivers the tense grammar material to the learners. The last is the learners of pre-intermediate level as the subject whose score results would be counted for the measurement of the effectiveness of the teaching-learning process using movie segments and the scripts.

### ***Participants***

The participants of the study are the students of English Department at Pamulang University. There 20 samples taken from these students who are treated to experience learning process by using movie segments and script to comprehend tenses.

### ***Instrument***

The instrument used is pre-test and post-test given to the learner. There are 10 items tested, which are multiple questions. The indicator of the test is the pre-test and the post-test result. Other instruments like the video

segments and the script of the movie are included. The average score or mean would be used to measure the result.

### ***Data Collection***

The analyses of the variable include language proficiency and aptitude. Based on that theory, the data collection process is divided into three stages.

First, pre-test data will be done to see how far the students comprehend the tenses after been taught without using movie segment and the script. This pre-test consists of three types of questions: multiple choice, fill in the blank, and essay question. There will be twenty questions of multiple choice, ten questions of fill in the blank, and five essay questions. The result will be proved by the mean of scores shown.

Second, the treatment is divided into three steps. First is the explicit teaching of present perfect tense and simple past tense. The second step is watching movie with the script given to the students. Here, there will be four movie segments with more or less five minutes duration for each segment. They will be taken by different titles of movie depend on the relativity with the topic focus to be taught. The scripts are also depending on the movie segments that are taken. In this section, the implicit teaching technique is used in the way that students are identifying the tenses in the script while watching the movie. The third step is discussion between the teacher and the students about the movie and the present perfect tense used in the movie.

Last, post-test is given to the students to see whether the students' comprehension of the present perfect tense is improved after at once they are watching the movie, reading the script, and identifying the present perfect tense used in the movie. The types of questions are not different with those in the pre-test to really prove their improvement of the two tenses mastering. The result of the post-test itself will be compared to the result of the pre-test.

### ***Data analysis***

As what has been described in data collection technique, three stages are done to do the analysis process before doing the statistical analysis on the data. First stage is the pre-test given to the students about the structure and functional event of simple past tense and present perfect tense. Three types of questions are tested, including multiple choice, fill in the blanks, and essay. Then the result of this test, which is the mean of the learners' scores, is the proved data to compare later with the result of the post-test. Second stage is the teaching-learning process using movie segments and the movie script. As the learners watch the movie, they check the script at the same time and identify the structure and the function of simple past tense and present perfect tense used in the movie. After the movie segment session, the teacher discusses the material with the learners of tenses they have identified from the script and the movie. In this session the teacher takes notes to see whether this teaching-learning process using movie segments and the script can take interest of the learners' so that they join this process actively. The

last is the post-test given to the learners about the tenses before it is analyzed quantitatively to see the result by seeing from the mean of scores of their score whether it is better than the pre-test result. The test is not different than the pre-test. When the post-test result is better than the pre-test result, it then can be concluded that this teaching process using movie segments and script is successfully effective.

## Results and Discussion

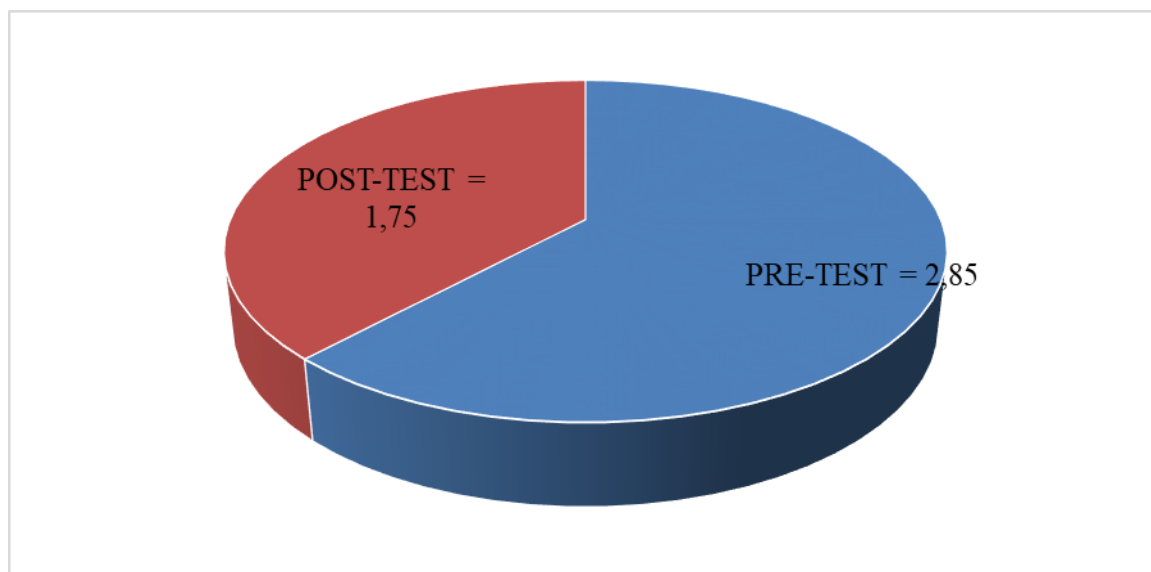
### Results

The following table shows the result of pre-test and post-test, before dan after the participants learn tenses by using movie segments and script.

Table 1. Pre-test and post-test result (Incorrect answers)

<b>INCORRECT ANSWERS</b>		
	<b>PRE-TEST</b>	<b>POST-TEST</b>
Student 1	1	2
Student 2	9	2
Student 3	0	0
Student 4	2	4
Student 5	3	2
Student 6	1	1
Student 7	0	2
Student 8	0	1
Student 9	2	2
Student 10	10	5
Student 11	3	1
Student 12	0	0
Student 13	0	4
Student 14	1	0
Student 15	2	0
Student 16	5	2
Student 17	7	1
Student 18	5	2
Student 19	5	3
Student 20	1	1
<b>MEAN SCORE</b>	<b>2.85</b>	<b>1.75</b>

Table 1 presents the results of a pre-test and post-test, focusing specifically on the number of incorrect answers given by each participant. The table lists each participant's name alongside their corresponding incorrect answer counts for both the pre-test and the post-test. For instance, Melinda's incorrect answers increased from 1 in the pre-test to 2 in the post-test, while Faisal's decreased significantly from 9 to 2. Several participants, like Citra and Hervina, maintained perfect scores of zero incorrect answers in both tests. Notably, some participants who made errors on the pre-test achieved perfect scores on the post-test, such as Nadellana and Rahadian. Overall, the mean score of incorrect answers dropped from 2.85 on the pre-test to 1.75 on the post-test. This suggests an overall improvement in performance between the two tests, although individual results varied considerably. While some participants demonstrated substantial progress, others showed minimal change or even an increase in incorrect answers, as seen with Fitra, Nur Arofah, and Alif. This data indicates the potential effectiveness of the intervention or learning period between the tests, but also highlights the need for further analysis to understand the individual learning patterns and the reasons behind the varied results.



**Figure 1. Results of Pre-Test and Post-Test (Incorrect Answers)**

The figure above shows the mean scores of the incorrect answers the students got in the pre-test and post-test administered by the researchers. The result shows that there is a decrease in the mean score of the incorrect answers that the students got after watching the movie and reading the script, wherein in the pre-test, the mean score is 2.85, while in the post-test, they got a mean score of 1.75 for their incorrect answers.

**Discussion**

this result shows that the students are able to accumulate lesser number of incorrect answers after watching the movie and reading the script, which shows that the activity in between the pre-test and post-test helped the students in using present perfect tense and simple past tense appropriately. The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour). This tense is formed by **have/has + the past participle**. On the other hand, the simple past tense is used to talk about a completed action in a time before now. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

This result reflects the reasons stated by some of the students. One of them said "For me, learning present perfect tense using movie segments really make me easier to understand the structure and the context how to use it." Another student also said "Maybe it is because there is a direct visual example, so it is easier to comprehend." Lastly, a student said "For me, learning perfect tense while watching a movie can make me understand more about the context and the structure of present perfect tense." These statements show that using movies and scripts in teaching present perfect tense and simple past tense is effective because the students can easily grasp and learn how to use them based on the examples shown and given in the movie and the script.

Furthermore, the students in this study stated that it is easier for them to determine the structure and the concept of present perfect tense and simple past tense after watching the movie and reading the script because they can understand the context based on what they see in the movie while they read the examples on the script. A student said, "From the movie, I can see the structure more frequently used by the characters in the movie". This is also evident in one of the students' statement saying "I finally know that using present perfect tense is only for the event that started in the past yet indefinite in term of the particular time, I can see visually so I understand it more". Lastly, a student also said, "I think it is because watching movie is an interesting activity. It is not just about the theory, it is about the direct example presented in the movie that caught our understanding of the perfect tense".

The positive feedback from the students suggests that incorporating movies and scripts into grammar instruction has significant pedagogical potential. This approach not only improves students' understanding of present perfect and simple past tenses but also increases their motivation and engagement in the learning process. By providing learners with authentic examples of language use, teachers can bridge the gap between classroom learning and real-world communication. This, in turn, can empower students to use the target language more confidently and effectively. However, further research is needed to investigate the long-term effects of this approach and to explore its applicability to other grammatical concepts and language skills.

Comparing between this study with Niu Qiang, Teng Hai, Xinyang, and Wolff, in *China EFL: Teaching with movie* (2006), both studies emphasize that movies provide authentic examples of language use, which helps students grasp grammatical concepts like present perfect and simple past tense. It specifically highlights that students found it easier to understand the context and structure of these tenses through visual examples in movies and written examples in scripts. Niu et al. suggest that movies help students assimilate English sentence structure.

This study also found that using movies increased student motivation and engagement. As Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) imply this by stating that movies should be "informative and entertaining" for successful teaching. Engaging content naturally leads to better learning outcomes.

This study highlights that students understood the tenses better because they could see the context in the movie. As Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) suggest that movies provide a cultural context, preparing students for real-world communication. It also focuses on grammar acquisition, but also acknowledges increased motivation as explicitly stated by Niu Qiang, Teng Hai, Xinyang, and Wolff (2006) that movies offer multi-benefits, including improved pronunciation, idiomatic expression, sentence structure assimilation, and cultural awareness.

## Conclusion

This study was conducted to prove whether using movie segments and a contextual approach in teaching present perfect tense is effective to improve students' comprehension in using the tense. The result shows the effectiveness of the use of movie segments in the process of teaching the present perfect tense by looking at how learners perform the present perfect tense more accurately after they learn both tenses by using movie segments. Here, they are able to lessen incorrect answers after watching the movie and reading the script. This proved that the activity in between the pre-test and post-test helped the students in understanding more and using present perfect tense more accurately that the present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour).

This results that were shown not only from the pre-test and post-test, but also reflected with the reasons stated by some of the students. One of them said that according to them "For me, learning present perfect tense using movie segments really make me easier to understand the structure and the context how to use it." While another student said "Maybe it is because there is a direct visual example, so it is easier to comprehend." Lastly, a student said "For me, learning perfect tense while watching a movie can make me undesrtand more about the context and the structure of present perfect tense." These students' statements show that using in teaching present perfect tense and simple past tense is effective.



The researchers suggest for further researches would be more about how using movies are not just for testing students' improvement in using tenses, but also in other grammar or English skill areas. Thus, a more interesting yet effective method and activities would be really a good help for EFL learners to acquire English better.

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