



The Unheard Voices in Pashto Women Poetry

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ABSTRACT

Pashto women have not written their poetry with enough exposure to their untold world which could have been parallel to their men counterparts. Further, it appears that Pashto women poets never tried to be parallel with their men counterparts. Instead, they choose to think and speak for their wishes, cries, thoughts, pains, and joys. In Pashto women poetry, we read a lot about their pain and pleas for justice, status, and rights. Women poets have provided details about them in their poetry with oriented thoughts. Much of their subjects for their poetry is nationalism, love, peace, education and moral man. This article will study women poetry and will bring out their themes of their poetry.

INTRODUCTION

Najeem Manaly is a well-known literary figure in Afghanistan and he claimed that main stream literary traditions in South Asia grew on Persian dominated literary tradition for more than ten centuries. This tradition has two very important and yet often ignored characteristics. Strongly related to royal courts, Persian poetry, beside extremely vivid, developed a well-established poetics and esthetics codification which allows letter space for real novelties. The discourse is perfectly polished, the phraseology is precisely codified and poetic imagery follows unanimously accepted patterns. Innovation in such a context is only possible when dramatic historic and socio-cultural changes happen (Manaly, 2017).

Further, Manaly believes such dramatic revolution was the firm grip of Safavids over Persia's heartland imposing Shia brand of Islam as an official religion. This situation led many poets, intellectuals and scholars to migrate to India. They then benefitted from the multicultural, spiritual, social and political environment to find new ways of expression, of which we inherited the tremendously creative literary tradition known as the Hindi Style that dominated the poetry traditions of many languages in the whole cultural area where Persian was the dominant cultural medium (Manaly, 2017).

Manaly also claims that Persian grammar has no distinctive representation of gender related realities. Saying that, not only Persian poetic language but poetry of nearly all languages of this cultural area appears to be "gender blind": static stylistic patterns, cliché-based imagery, and sexless discourse made it difficult, if not impossible for the female poets and writers to find their specific expressions. Amongst thousands of shining stars of the poetics Milky Way of the wide space from Kazak plains to the Bengal shores we know few female voices and yet, these voices convey a "masculinized" message in their majority. Very few have dared to speak as women, or if they have done it, under the cover of humoristic witty words. Mahesti Ganjawi (12th c) and Zebonesa Makhfi (Awrangzeb's daughter) may be the best examples.

*We could not be kept by the spell of magic
 We could not be kept sorrowing in a closed room
 The one whose hairs are like chains
 Cannot be kept at home tied with chains
 (Manaly, 2017)*

In the 20th century feminist ideas gained some popularity in our cultural space (Manaly, 2017). As the feminist trends were part of new ideas borrowed from western countries, it mostly targeted the political discourse and even when some intrusion to the literary space took place it was politically motivated. In Afghanistan's literary space of the second half of the 20th century many women have been there but they still did not or could not develop a truly female discourse. The cause of the women was courageously put forward but the language remained masculinized (Manaly, 2017). Furthermore, Manaly writes that in the 1990s Afghan women were excluded from the public scope. Fortunately, some of the Afghan women who were able to make it to the freedom of western countries raised their voices. These voices, as important as they were for internationally holding the banner of Afghan women's right, had no or had little echo inside Afghanistan (Manaly, 2017).

As for the Pashto literature, to illustrate the case, during the first seven years of the 21st century very few girls and ladies made it. Afghan literature scene. Most of them had won their status during the last two decades of the 20th century. Most of them, as I mentioned above, grounded their creation on the sexless speech pattern of nationalistic and humanistic rhetoric. New York Times reported about Afghan women risking their life for writing poetry. Griswold writes that to the women of Mirman Baheer, Zarmina is only the most recent Afghanistan's poet Martyrs. "She was a sacrifice to Afghan women," Amail told me. "There are hundreds like her" (Griswold, 2017). Very few, dared to speak out their own feelings as females. Hassina Gol Tanha, Parwin Malal and Safia Sediqi could be mentioned as illustrating examples. (Manaly, 2017). The following poem by Hasina Gul who wrote several Poetry books and who is well known for his free verse poetry.

Thirst

*Cups full of cold water
 Lay before us
 What fear, so averts us?
 Our throats, dry as wood
 Our lips spiked with thorns
 Our tongues are glued in our throats
 Are we lazy?
 Or wooden with fear?
 This feeling of fright
 Is the reason you are thirsty,
 Is the reason I am thirsty*

Poetry is always studied for its subjects and contents. Through poetry, we can read about not only the writer but also about the society where the writher resides or resided. Thus, we came to study Pashto women

poetry to find out about their world and their stories. Many women who wrote poetry has a lot about women and feminism, but study shows compared to men women did not reveal their story (Dawood, 1960). Hence, when it comes to Pashto women poetry naturally, we are expecting to read some contents that will relate to women but it is not the case. Pashto women poets wrote much under the influence of their men counterparts, and kept their story aside. It means that in women poetry were are looking for their feminine feelings and feminist Jihad against unjust they face. To study Pashto women poetry (Manaly, 2017).

DISCUSSION

If Afghan men are asked about their women and role in their life, they will reply women constitute the backbone of Pashtun society and social organization, but they don't agree to the status which should be given to backbone. There are Afghan women who wrote their poetry about them without knowing feminism. I would like to relate it to feminism and I would like to report several women poets who wrote poetry for their rights.

Zarghuna Kakar

According to Mohammad Hotak, the literary works of women date back five hundred years in the history of Pashto literature, and the oldest poetess that we know is Zarghuna Kakar, it is estimated she lived after the year 1471 A.D. She was a learned poetess and was a stylistic calligrapher. She lived in the historic Panjwayi of Kandahar. Her father was Mullah Din Mohammad Kakar, and she was married to Saadullah Khan Nourzai. In 1524, she versified in Pashto the famous Bustan of Shaikh Saadi, and when one writes the history of ethical poetry in Pashto literature Zarghuna Kakar surpasses all others (Dawood, 1960). Other works of this eminent poetess do not exist today but Mohammad Hotak has quoted this story from her Pashto Bustan which illustrates the eloquence and fluency of her style.

*A story I have heard
Sweeter than honey is its every word.
One morning on Eid day
Bayazid was on his way,
He had come out from a bath
And was walking on the path.
Someone threw down some ash
Unknowingly from a stash,
His face and head were soiled
And his clothes were spoiled.
Bayazid thanked God with grace
And said as he cleaned his face:
"I am worthy of this fire
May it burn my attire,
Ash I do not despise
Nor will I complain in guise."
Wise men seek to be humble
With pride they do not rumble*

Rabia is another old Pashto poetess who, according to Mohammad Hotak, lived in Kandahar during the reign of Babur Shah. Mohammad Hotak has recorded on of her quatrain in his book. The author does not



say much about the life or family of Rabia. But even this one quatrain is very valuable, both from the viewpoint of meaning and wording, and it seems that Rabia was an experienced poetess and deep thinker who lived to the year 1541 (Dawood, 1960). Poets have found many and varied subjects in the life of man on love and pain. Mawlana Balkhi wrote:

*With love, the earth of man was made of mud,
Untold mischief and suffering were born in this world;
A hundred times was the vein of soul pierced
A single drop dripped to the ground;
And they called it the heart.*

In the same vein, Rabia also has a quatrain which embodies some very deep meaning. The Sufi and the Ishraqi scholars believe that man has been separated from a supernal origin and that his soul is always seeking its original source and that the world is a home full of the pains of separation. Therefore, we hear a continuous and interrupted wailing of separation everywhere. In the words of Rabia Balkhi (Habibi, 1980).

*Since I was cut off from the reed-bed,
Men and women have cried over my separation.
Whoever is left from his origins
Of necessity must seek the day of unification.*

Rabia also pictures the world of separation, a world full of pain and sorrow, and man's role in it in these words:

*He brought man to the world's mire
And put his inner body on fire,
By creating hell on earth called separation
To endure, if you Divine love desire.
(Habibi, 1980)*

Safia Siddiqui, an Afghan woman poet born in Nangarhar Province in the eastern part of Afghanistan. Safia went to Zarghona High School in Kabul. And later, on due to his keen interest in literature, she obtained a master's degree in Pashto literature from the University of Peshawar, Pakistan (Budder, 2010). Further, Safia has been writing poems for a very longtime. She has published her three collections of poems. *Lopata* (women's scarf as translated in English), the first collection of poems was published in 8 volumes by the Writers' Association of Afghanistan. Her poetry is praised by her readers regarding women rights and it has been considered as a modest voice of common Afghan woman. Safia Siddiqui is fluent in Pashto, Dari, English and Urdu. But she writes poetry mostly in Pashto language. In addition to being a good poet, Safia is also a good writer, has written a number of short stories and a dozen of jokes (Budder, 2010).

Sadiqulah Badder writes that for the past two decades, Pashtun poets have paid close attention to the inclusion of feminine sentiments and emotions in their poems. Until now, our poets have not been able to express their feelings due to the prevailing traditions in the society. In the sixties, to some extent, this feature was noticed, which was very popular in the cultural circles. Whenever we take a brief glance at the Pashto poetry movement of the 1950s and 1960s, we will notice that female poets dominated the movement. Unless the poets' names were not included with the poems, this would have been difficult to determine that these are

the works of a woman. This is because in those poems, our poets have embodied the sentiments of male poets. Among the group of poets who have paid the least attention to this specialty, three names are most notable: Kobra Mazhari, Parveen Malal and Safia Siddiqui (Budder, 2010).

She was recognized as one of the best poets in the cultural gatherings. Safia Siddiqui is a poet of our time, who, among other poetic beauties, paints a good picture of feminine sentiments in her poems and holds a special place among the women poets of her time (Saddiqi, 216). In the following poem was written in Pashto language and translated as following. Safia wishes her dream completed prior to have been woken up by Moazzin's call for prayer around 4:45 am in the morning.

An Incomplete Dream

*What a lovely night it was
Such a blessed night
I still remember when you
Came to my room
Without worrying
That someone could see you, [could] condemn you
You sat on the edge of my bed
And my tongue was caught in my throat
And, you also
Were burning like a candle in the night
You could not speak.
Only our eyes looked into each other
Our hearts beat
Our lips remained silent
Then our eyes started to speak
Began exchanging the secrets of our hearts
I complained to you, you complained to me
Everything became a complaint
Eyes complaining, hearts complaining, hopes complaining
We disappeared, lost in each other's eyes
Then the Moazzin's call for prayer awakened me
"O believers, prayer is better than sleep"
I said, "Indeed," but I wish my dream had been completed*

(Saddiqi, 216)

In one of her long poems, Mursel Ahmadzai excused for not celebrating something that is called victory by Afghan men because being woman she would be still treated inferior to men. As she put it:

*My dear Afghan lions!
My earthly heroic brothers!
Congratulations on your victory
Congratulations on this success*

*I feel too the pain and joy of this nation
 But no way, I can express my joy
 I can't shout (hail) for this great victory
 I am still a shame in this country
 I am shame for all men (because of my sex)
 I can't celebrate this national victory with you
 I can't call your name openly
 (Ahmedzai, 2013)*

Belinda Budri is another Afghan woman who expressed her feelings in one of her poems about her difficult life losing her friends to wars. In her poem *Eid, beautiful Eid, I apologize*, Belinda explains that she can't celebrate Eid which is supposed to be a joyful day due to war that costs her friends lives (Budrai, 2016).

*Eid, beautiful Eid, I apologize
 I can't celebrate you this year
 I burned my hand drum
 My songs are dead
 Though, I have my long skirt full of jewelry, and
 Yes, I still have that blinking long scarf, and
 The bag of Nakrizy (a particular botanical color) lying somewhere in the shelf
 But I'm sorry
 I can't celebrate you, this year
 Today, half of my friends do not live
 They and their hand drums were burnt (by the endless war)
 Eid, O! Eid, you can see how many houses were destroyed
 You see, our graveyard is getting bigger and bigger
 I am sorry,
 I can't celebrate you, this year*

Zarghona Wafa Zazi is another Afghan young writer. Tradition practiced in Afghanistan for thousands of years unchanged institutionally marginalizing women is one of the biggest concerns of Afghan women poets. Women poets found tradition as problem and found education as a solution (Malikzay, 2011). In the following poems we read about the problem and solution and indomitable will of the poets for not getting back from her will to change the society. One of her poems, I translated as followed:

*How long I would be tied (?)
 By the cuffs of our tradition

 By the glory of education
 I will decorate my self
 I will not tolerate
 An atom of curtly and oppression
 I will not sit calm
 Even if you cut my nose and ear**

*I will not give up
I will show the world of my brave and Afghan self*

Zarghanoa Zazai warned men that their rule is ended and there is no fear of sacrificing only to win liberty for women in Afghanistan (Malikzay, 2011). *Even if you cut my nose and ear*, this line refers to several news reports where women were persecuted for writing poetry in Afghanistan. Griswold reported exploring despite the high risk of persecution Pashtun women dared to write what they feel and what are in their mind (Griswold, 2017).

Ogai Miwand

Another Afghan female poet writes in her poems that her life is so sad and miserable. (Malikzay, 2011) A piece of her poem is translated as followed;

*My every hope is washed in dirt
Don't listen to my story- it is too sad*

Hia Khatak is a young Pashtun woman from Peshawar, Pakistan who wrote about immoral men in Pashtun society. In South Asia women are called *maal* (good stuff) *shay* (item) by men. This kind of sexual harassment and abuse is reported by Hia as following (Khatak, 2019).

*They (men) call women 'a good item'
The man of Bengal is better than this (Pashtun) man
Those who have no respect for their families and themselves
A lying dog in the garbage is better than these men*

CONCLUSION

There are many young women writing poetry and if there is no survey held about them those voices will never be documented. In their poems we read about wars, demand for education, gender discrimination, social injustice and many other social concerns. Ulfat Ara, Awlia Ahmedzai, Asma Mehmoodi, Bibi Hava, Basira, Brekhna, Basnoorah Sapai, Pukhtana wafa, Palwasha Salarazai, Pakiza Faizi, Toorpekai Haqiaar, Javida Salihi, Hamida Saba, Hafsa Rana Sapai, Hasna Kawser, Khushnuma Tanha, Sanga Jabarkhil, Roqia Rahmani and many more. All this precious work of women poetry needs to be documented and studied as a moment aligned with other South Asian literature in societies where women are considered not good enough to be human.

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Utilizing Text-to-Speech Technology: Natural Reader in Teaching Pronunciation

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ABSTRACT

This research stimulates the use of Natural Reader Text-to-Speech (TTS) in teaching pronunciation. This research is descriptive qualitative. The analysis shows the steps of using Natural Readers. Teachers/lecturers can click <https://www.naturalreaders.com/>. They can log in or register into the account. If they have an account, they can continue or click "Continue with Google" or "Continue with Apple". They can type a word, sentence, or text in the column box, or click the + icon to upload documents in Word or Pdf. They can set the type of native speaker sound (male or female), volume, and speed of pronunciation before playing/listening to the pronunciation. When all the settings have been done, they click the play icon to hear the native speaker say that have been inputted. Teachers/lecturers can ask students to follow the native speakers to say the words or sentences so the students can pronounce English words correctly and fluently. They may quickly produce or export audio into MP3 files. The Natural reader app provides a text-to-speech converter solution for both websites and mobile apps. Natural Reader converts text into sound English with various accents such as British or American even other accents. This application has a free version, but the paid version has more complete features to be used in teaching and learning English pronunciation. This tool is capable of synthesizing the human voice from the previously entered text input. Natural Readers provide substantial text-to-speech support to meet a variety of student needs in English pronunciation.

INTRODUCTION

Language is essential to human life as it is acquired, learned, and used by a person as a tool of communication and as a social symbol of humanity. In addition, language allows one to make claims, communicate facts and knowledge, explain or report something, and maintain social relationships with other language users. Language further enables people to communicate their thoughts, emotions, and information through conversation.

Pronunciation is a way of pronouncing words in English. By studying pronunciation, we can easily do the pronunciation, especially in terms of communication. Thus, if we do not have good pronunciation, it will be difficult for other people to understand what we are going to say. The main obstacle that makes learning pronunciation difficult is because of the differences in pronunciation styles, accents, and also the sound system between Indonesian and English. The importance of pronunciation in speaking is because the wrong pronunciation of words in the language can be fatal because incorrectly pronouncing one consonant or just a vowel in a word can lead to different meanings.

There is a widespread idea that accurate pronunciation is an essential component of effective communication, which represents an important current trend in reaching out to foreign languages in schools (Levy et al., 2011). In most circumstances, the primary purpose of language acquisition is communication, both written and spoken. However, many language teachers frequently overlook or are compelled to overlook pronunciation during the teaching process. One of the causes for this is undoubtedly a shortage of time, which stems from an emphasis on grammar and lexical components of teaching English rather than pronunciation.

The number of English learning applications nowadays makes it easier for teachers to teach. Pronunciation is one of the important aspects of speaking in English. Pronunciation is one of the important components that must be known by a student who wants to master speaking skills in English. Pronunciation is how a language or word is spoken, and/or how someone says the words of a language. Before someone speaks in English, they must first know how to pronounce a certain word or expression. This means that pronunciation is the basis of speaking because it is the first element in speaking in English. Pronunciation is very important to learn because mistakes in pronouncing a word will affect the understanding of a word.

Good pronunciation takes a long time to awaken, which means that one has to see the process of the language itself as one has to hear someone whose native language is English say the word first. Further, they imitate and practice it so that they can pronounce the same sound as spoken by native speakers. Furthermore, they are only able to produce sounds or sounds of words in communication. Pronunciation errors can cause misunderstandings between speakers and listeners when they communicate with each other so that the content of the message to be conveyed cannot be received properly.

Hence, learning media is critical in learning pronunciation. From an educational standpoint, learning media is a rather strategic instrument in determining the success of the teaching and learning process. Since its existence can directly provide students with its dynamics. As a tool in the learning process, media is useful for making teaching more attractive to learners so that it can foster learning motivation. Teaching materials will have a clearer meaning so that students can understand them and allow students to master the learning objectives well. Varied learning methods, not just verbal communication in the form of lectures, will make students not easily bored and teachers will not run out of energy. In addition to that, students are also more active because there are many activities to observe, do, demonstrate, and others. The diversity of existing learning media makes teachers have to be more selective and pay attention to the criteria for choosing learning media so that teaching and learning activities are more effective.

The development of the world of technology and communication is very fast recently. One TTS technology that is also popular is Text-to-Speech. Bakken et al., (2012) claims that Text-to-speech is typically connected with computer or word processor software, and there are several free text-to-speech alternatives when considering computers (e.g., Natural Reader and Microsoft Reader). According to (Chapelle & Sauro, 2019), Text-to-Speech (TTS) is the process through which computer systems generate speech that sounds natural from the text. Since the 1960s, speech synthesis technology has existed, and its applications are now readily available. Many of them are accessible for free (e.g., Speak Selection, Screen Reader, Natural Reader), while others are offered for a fee (e.g., Text Reader, Voice Dream Reader). Google Chrome also offers free ITS tools for reading instruction and learning (e.g., Select and Speak, SpeakIt!, Reading & Write for Google). TTS is a voice synthesis tool that reads aloud digital and textual content. The program has multiple use cases and is utilized by all age groups, including professionals and students. Thus, Text-to-Speech applications are incredibly beneficial for the visually impaired and those with learning difficulties. The program also aids individuals in learning a new language and overcoming language barriers.

When we listen to speech sounds from the word input, that's when text-to-speech technology works to convert text into sound automatically. Thus, by using this text-to-speech software, you can change writing in the form of text into a sound that is quite natural like human pronunciation. Now, there are many language options that we can choose from, one of the best text-to-speech software is Google Translate and Natural Reader. But now text to speech tools have emerged that have advanced features. To check the pronunciation of words or sentences in English, we can use the Natural Reader application. Victor (2014) states that Natural Reader is a free text-to-speech program for Windows that, when used with Adobe Reader, enable our computer to read aloud PDF files. Utilize with a Web browser, and the Internet "speaks". Natural Reader



assists auditory learners, kids with learning difficulties, individuals with autism, and those for whom English is a second language. Natural Reader is a free choice for computer-based text-to-speech software (Rotatori et al., 2014). A free text-to-speech, Natural Reader, is available at <http://www.naturalreader.com/> (Sharp, 2008). Further, Text-to-speech (TTS) applications such as Natural Reader (<http://www.naturalreaders.com>) can be used to assist students to develop automaticity (Bao, 2018).

Several previous studies have been conducted related to the media in teaching English pronunciation. First, Gilakjani & Sabouri (2014) claim that "Pronunciation Power" software is one of the computer technologies for teaching English pronunciation. They believe it will give students more autonomy and greater opportunities in learning pronunciation. Second, Sufi & Shalmani (2018) state that the use of the TFlat can be used specifically by EFL teachers who are interested in improving their students' pronunciation ability. Third, Samad & Aminullah (2019) state that the students believe that ELSA talk is an excellent resource for pronunciation practice. They believe that this program's design in terms of content, assessment/flexibility, multimedia, and automated voice recognition is exceptional. It is also well-designed from a pedagogical perspective. Fourth, Roslaini & Komara (2020) that the use of Text Aloud Software as one technology application that can help English as Foreign Language (EFL) students to master English pronunciation in the classroom. Fifth, Ardini et al. (2020) assert that The English Pronunciation Application (EPA) can improve student pronunciation effectively. Therefore, it is suggested to teachers that the EPA application is significantly useful in teaching pronunciation but they should be creative in combining the application and students' interest in the media. Sixth, Rahmania & Mandasari (2021) said that most of the students are agreed that JOOX application helps them to get better pronunciation with the help of lyrics features. Seventh, Pratiwi et al., (2021) state that students had a positive attitude toward a TikTok application while learning English to help enhance literacy and pronunciation skills.

Based on the previous above, it shows similarities and differences with this research. Those previous studies and this research focus on creating and making listening by using software and application but are different in the object of research. The first study focuses on the use of Listening Media apps, while the second study focuses on the use of a tool called Longtion Autorun. Further, the third study focuses on the use of Adobe Flash, the fourth study focuses on the use of Android software, and the fifth study focuses on the use of Adobe Animate CC 2019 for Android. Last but not least, the sixth study focuses on the use of YouTube for video editing. However, there is no research has been conducted related to the use of Text-to-Speech in designing or developing English learning materials. Therefore, this research focuses on the use of Text-to-Speech applications in creating, making, or designing listening materials, especially iSpeech. As stated above, one of the TTS apps is iSpeech Text to Speech. Therefore, the objective of this research is to stimulate the use of Text-to-Speech (iSpeech) in designing English listening materials for English Language Teaching.

METHOD

This research is qualitative and descriptive. Instead of numbers and statistics, the qualitative researcher is concerned with data offered in the form of words, pictures, and other visuals and artifacts (Ary et al., 2018). This descriptive research aims to produce a factually correct description, image, or painting of the examined facts. The outcome analysis is detailed descriptively in this study. Observation will be used to collect data for this study. Wibowo & Cholifah (2018) states that observation is a strategy that is methodical, rational, objective, and reasonable for witnessing and documenting various events in both natural and artificial settings to achieve certain goals. As for listening materials, the researcher observes the application



of Text-to-Speech (Natural Reader) which can be accessed on <https://www.naturalreaders.com/in> pronouncing text to speech (audio).

The analysis of data in this study employs qualitative methods, including data reduction, data presentation, and conclusion, as stated by Miles et al. (2013); Miles & Huberman (1994). During the data reduction phase, the researcher selects and decreases the data to be used. Therefore, the researchers utilized only a handful of example texts connected to listening learning resources. At the data display step, the researcher exhibits or displays the data results as pictures. Here, the researcher uses pictures of Natural Reader Text-to-Speech. In addition, the researchers determined that the outcomes of the analysis were then explained.

RESULT AND DISCUSSION

This research is to stimulate the use of Natural Reader one of the Text-to-Speech (TTS) Technology in teaching pronunciation to students. The simulation of Natural Reader in teaching pronunciation can be seen below:

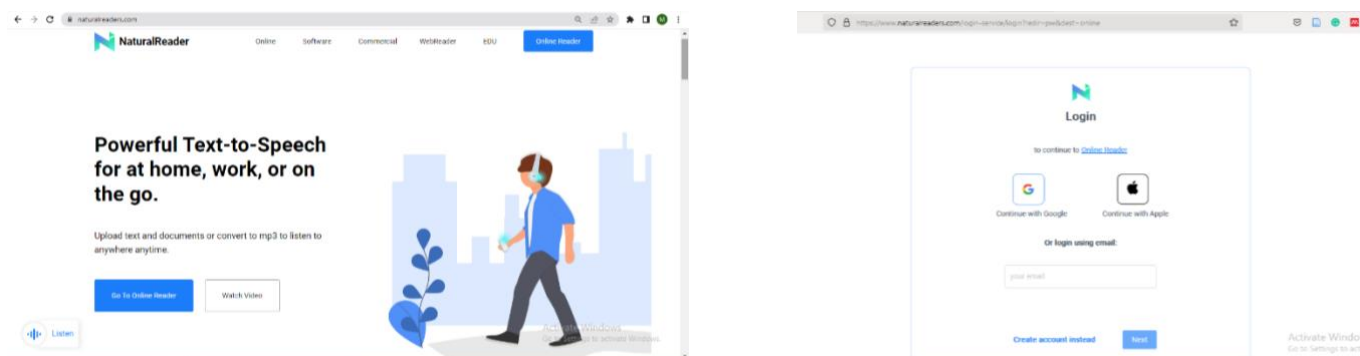


Figure 1. The Homepage of Natural Reader Software

Based on the figure above, the first step to using Natural Reader is clicking the <https://www.naturalreaders.com/> or <https://www.naturalreaders.com/online/>. The view of Natural Reader Software is written 'Powerful Text-to-Speech for at home, work, or on the go. Upload text and documents or convert to mp3 to listen to anywhere anytime'. We can directly use Natural with log in or register into the account. If we have a Natural Reader account, we can continue or click "Continue with Google" or "Continue with Apple".

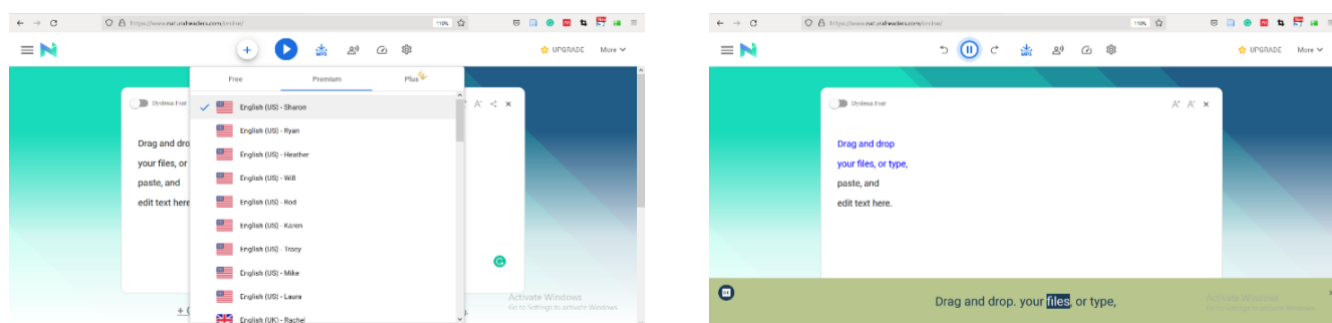


Figure 2. The View of Natural Reader Software

Based on the figure above, the next step to using Natural Reader The Open the Natural Reader application is to click the + icon to enter the word or sentence we want to hear how it is pronounced. Set the type of native speaker sound, volume, and speed of pronunciation in the application before playing or listening to the pronunciation of the native speaker in the Natural Reader application. When all the settings have been done, click the play icon to hear the native speaker say the difficult words that have been inputted. We listen to how the word is pronounced as much as we want. Then follow the native speakers to say the words or sentences that have been inputted into the application so the students can pronounce English words fluently and confidently. There are two voices available both male and female for personal use with the versions of the Natural Reader program (Personal, Professional, and Ultimate). We may also set the speed to listen to a selection of these voices from the homepage demo. We can export the audio output as an MP3, WAV, or OGG audio file; we also may quickly produce electronic copies of MP3 files and listen to the sound.

Using correct pronunciation may be essential to effective communication, which represents an important trend in the teaching of foreign languages in schools. In most situations, oral and written communication is the ultimate aim of language acquisition; nonetheless, many language teachers overlook or are compelled to disregard pronunciation throughout the whole teaching process. As a consequence of a greater emphasis on the grammatical and lexical components of teaching English as opposed to its pronunciation, lack of time is unquestionably one of the causes. Also, it is possible that less-experienced teachers with a strong interest in this topic would emphasize grammar and vocabulary over all else. Consequently, although pronunciation is of importance to both teachers and students, it is frequently overlooked for the reasons outlined. In addition to that, it is undeniable that teachers lack of preparation for teaching pronunciation and make little effort to obtain additional training in this sort of field. Pronunciation is crucial not just for effectively communicating ideas but also for comprehending other speakers (Eksi & Yesilçinar, 2016).

Natural Reader Text-to-Speech (TTS) is a chrome add-on that turns web text into audio that sounds natural. Simply hit the play button to hear our Emails, Websites, PDFs, Google Docs, and Kindle books read aloud!. Natural Reader reads aloud material using voices that seem natural. The text-to-speech program supports Microsoft Word, PDF, and electronic books. The free version includes basic text-to-speech, PDF, Word, and eBook compatibility, a floating bar with customizable settings, and PC and Mac compatibility. Natural Reader is a free text to speech online app with natural voices, that convert text to audio and mp3, for personal and commercial use. Natural Reader is a professional text-to-speech tool capable of converting any written material into spoken languages. Not only in English but this application can also be used in many languages. Natural Reader also has several accents such as US (American), UK (British), French, German, Italian, Spanish, Swedish, Arabic, Dutch, Chinese, Japanese, and Portuguese. Voices that show on the homepage demo but are not included here are exclusively accessible for personal web apps (Web, Web Premium). There are two voices available for personal use with the versions of the Natural Reader program (Personal, Professional, and Ultimate) both male and female. The paid editions of Natural Reader provide several more features. Natural Reader is a text-to-speech desktop application available for personal use. This user-friendly program with natural-sounding voices can read any text to you, including Microsoft Word files, websites, PDF files, and emails. A perpetual license is available with a one-time purchase.

A natural reader is an application that can be used to find out how to pronounce words in English. Natural Reader (<http://www.naturalreaders.com/>) is a text reader of the next generation, which implies that it reads any machine-readable text using synthesized speech without the need to copy and paste the text into the Natural Reader application window (Flood, 2007). Natural reader software is one of the resources that



can assist users to improve their writing and second language acquisition. The program will read the text, and the user may listen to the material read by the software at any pace. Natural Reader software contains some intriguing features: a) high-quality, human-sounding voices; the ability for users to download or select their preferred speaker sounds; b) it is user-friendly; the users may use it on their own.

Several actions are required to operate the software: First, choose the Natural Reader software icon. Second, input the set of words whose pronunciation we like to hear, and then click the play icon. The program will finally read or pronounce the words or sentences. c) Natural Reader is easy to use; if a user does not know how to pronounce a sentence, they can convert it from Microsoft Word to Natural Reader and the software will read the text. Therefore, they listen to the pronunciation of the locals. d) Powerful Audio Output; this means it can export the audio output as an MP3, WAV, or OGG audio file; users may quickly produce electronic copies of MP3 files and listen to the sound. Based on the above explanations, it is possible to conclude that the Natural Reader program might assist students in learning pronunciation to gain confidence in their public speaking performances since it has features that benefit students in understanding the English sounds.

The use of Natural Reader gives an advantage to students, especially in pronunciation and speaking skills. As state by Drew (2012) asserts that Natural Readers are available from websites and provide substantial text-to-speech support to meet a variety of student needs. Further, Andriani (2020) states that Natural Reader can enhance students' pronunciation and speaking abilities. The study discovered that students' pronunciation and speaking abilities improved. Before the researcher conducted the study, the English instructor at SMP Islam Terpadu Dhuafa stated that practically all students in VIIB could not speak English properly and that the KKM was 75. Therefore, the researcher conducted the study to enhance their pronunciation and speaking abilities.

Furthermore, Munggaran (2012) states that there is a substantial difference in pronunciation skill before and after using Natural Reader Software. the effect of using Natural Software on improving SMP 1 Bandung students' native accent pronunciation as a measure of being an effective language instructor in improving learners' pronunciation Furthermore, Natural Reader software, according to Saiful (2016), could considerably demonstrate that students were able to read more accurately and at a more appropriate pace employing instruction using natural reader software. The learner could easily have frequent opportunities to listen to the words read by the native speakers as a reader model at normal speed and repeat the copied reading text until they were able to read fluently as the reader model read the text by using natural reader software.

The steps in teaching pronunciation using the Natural Reader Application are as follows: Inventory of some vocabulary related to learning topics that are difficult to pronounce; Open the Natural Reader application, then click the + icon to enter the word or sentence we want to hear how it is pronounced. Set the type of native speaker sound, volume, and speed of pronunciation in the application before playing or listening to the pronunciation of the native speaker in the Natural Reader application. When all the settings have been done, click the play icon to hear the native speaker say the difficult words that have been inputted. Listen to how the word is pronounced as much as you want. Then follow the native speakers to say the words or sentences that have been inputted into the application so that students can pronounce English words fluently and confidently.

Some strategies that teachers can use in teaching pronunciation are: 1) instilling a positive attitude; where the teacher or lecturer must create a favorable atmosphere in the classroom so that students can practice pronunciation; 2) identifying the pronunciation of particular words that become difficulties for students The teacher can create a list of difficult terms that pupils frequently mispronounce; 3) help students grasp the



features of the language they are learning; teachers might instruct students to pay attention to good stress and intonation when native speakers speak, 4) focus on enhancing students' communication skills in which the teacher should emphasize pronunciation aspects (consonants, diphthongs, vowels, stress, and intonation).

The learning steps using Natural Reader include 1. Determine the text to be read (dialogue or monologue) from any basic competence. We recommend that the text is not too long, a range of 100-150 words. 2. Determine the number of words in the text. The number of words is to determine the student's score using the number of incorrect utterances per whole word times the specified value, then inform the students. This is to provide a sense of fairness and certainty about the assessment of their abilities. 3. It is better to share the text in printed form to make it easier to implement when opening the web or application. 4. Ask students to read the text by pausing, waiting for the written text to appear, and then continue, to do so until the entire text is finished. 5. Ask students to record the wrong pronunciation and then repeat only the wrong words. 6. Ask students to calculate their scores. When repeating, it turns out that what is written in the application is correct, then the value is considered perfect. This is to give appreciation for their efforts and increase students' confidence in pronouncing words.

There are some of the features of the Natural Reader App, they are: 1) Voice and Language Setting Features. In this feature, we can make sound settings in terms of the available sounds for the voice. In addition, we can also select or set the language you want to use. 2) Speed Setting Features. In addition to being able to convert text into sound, of course, other features are needed that support this, such as the speed control feature. With this feature, we can adjust by making edits to the speed of Google voice that we need. 3) New File Input Feature. This feature is presented in various modes. One of them is the OCR feature which is required to read from image files and scanned documents, and OCR which cannot be accessed or captured on the screen. 4) Change the Text to Voice feature. This feature can turn text into a natural and professional-sounding robotic voice. We can check out our article on Google voice to find out the text-to-speech technology behind this artificial natural voice. 5) OCR Feature with Printed Documents. This OCR feature can convert printed characters into digital text. So, it allows us to listen to the printed file or edit it in the supplied word processing program. 6) Text to Audio File Feature. In addition, there are other features such as the text to video file feature. Wherewith this feature we can convert text into mp3 files for Windows and Mac. 7) Mini Board Features. This feature will appear if we use the Natural Reader App to convert text into sound. So this mini board offers a simple way to read text directly from the page. 8) Pronunciation Editor Features. We can use this application to find out how to pronounce but speak in English.

Apart from the features that are available as a compliment, of course, there are several advantages of the Natural Reader App that we can feel: 1) There is a Commercial Voice. We can do this commercial voice-over in just a few minutes using converted text to speech. We can immediately download audio that is licensed for use on e-Learning platforms, YouTube, or the public for redistribution. 2) OCR with e-Books. We can use this OCR to convert taxi screenshots from eBook design applications. 3) There are various document formats. Apart from the OCR system, of course, this Natural Reader App provides various document support such as PDF, Docs, and text. 4) There is an OCR Feature for Printed Documents. Another advantage can be seen from the OCR feature that functions to convert printed characters into digital text. Thus, it allows us to listen to the printed file or edit it in the supplied word processing program. As already discussed a little bit in the previous point. Therefore, Natural Reader App is a terrible two choices between the free version and the paid version. Where if it is free of course some features are limited or not allowed to be used before we pay to become a customer.

CONCLUSION

Learning English cannot be separated from the pronunciation aspect since that mastery of pronunciation is significant in communication. The reason is that not a few in English when spoken with the wrong pronunciation will produce a different meaning from the intended meaning. Therefore, it is so critical for us to acquire the improvement of pronunciation. Thus, it should also be noted that in Indonesia there are still many people who are good at speaking English, but only a few who might master the pronunciation. Pronunciation is the way of pronouncing a word or sentence. In English, the pronunciation of a word is often slightly different from how it is written. Equally important, pronunciation is influenced by pronunciation accents. For instance, British English has a different accent from American English. The way to practice pronunciation in using English is by frequently reciting every word, reading, or dialogue. If we or our partner do not have friends to talk to or still feel less confident, we can try using an app to improve our pronunciation by using Natural Reader. Converting typing into sound can be done with the help of certain software or applications. We can find software/applications for converting text into voice on any device, whether on a PC or cellphone. Natural Reader provides female and male voices that can be used for free and for a fee. This software can convert text into sound in several languages, one of which is English with various accents, such as British or American.

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The Use of Movie to Enhance Undergraduate Students' Listening Comprehension Ability

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ABSTRACT

This study aims to determine the extent to which movie might enhance students' listening ability. The participants in this study were seventh-semester undergraduates from the Department of English Language Education at The University of Muhammadiyah Malang. Five of the class A students were selected to participate in the study. This study used a pre-experimental design for its investigation. Participants in the study were instructed to watch four Sherlock movie from the third season and then write a synopsis of each episode. Further, the synopsis data would be evaluated by software called P LEX to determine the extent to which the movie improves the listener's vocabulary. The result of the test indicates that watching movie significantly improves students' vocabulary acquisition. Among all research participants, vocabulary levels 1, 6, and 7 indicated the least improvement, ranging from 9 to 25.6 percent, while vocabulary level 3 demonstrated the greatest improvement, ranging from 99.1 to 143.5 percent. Furthermore, it can be seen from the data set that students comprehended the vocabularies effectively as they recalled the movie scenes and make an infer on what the scene's context is about.

INTRODUCTION

Listening is an important skill to teach in the English language when compared to speaking, writing, and reading ability, because listening is significant to connect interlocutors. Listening comes first as a phase in learning a foreign language, which means that in order for a language learner to comprehend a language, the learner must first hear how the words sound and the speech pattern in that foreign language. A good listening skill is essential because without one, a person cannot communicate effectively with others. People require listening comprehension skills in order to comprehend what the other person is saying (Sihombing, 2018). Anderson and Lynch (2002) stated that it is quite arduous for a person to communicate with another person if one of them could not understand what the other is saying unless two types of skills is developed in tandem.

Hence, it will be difficult for people to communicate with each other if they do not have proper listening skills, because in order to have effective communication, people must understand the concept of what the other person is saying, unless their communication has been developed one after the other (Yuzar, 2020). The focus of this research is to see whether watching movies could indeed enhance undergraduate students' listening abilities (Fussalam, 2019). Giving new knowledge to adult learners is easier because they tend to have better attention and cognitive abilities than young learners. Furthermore, adult learners have a greater ability to engage in abstract thought processes, as well as a better understanding of how a language is supposed to work. Hammer (2007) and Yang et al., (2020) stated that compared to young learners, adult learners have a tendency to have superior cognitive competences and conceptual complexity. Adult learners also have a decent capability of being cooperative and their cooperative behavior comes as a regular consequences action towards instructional situation that they are in. Frentiu & Cozma (2013) stated that this way the lecturer does not oblige

to camouflage learning by using entertaining activities, although it might possibly be advantageous towards elder generation of students. In other words, since adult learners have better cognitive abilities, it will be easier for them to understand the lecturer's instruction. Additionally, because they are adult learners, the lecturer does not need to create a camouflage learning method, unlike with young learners, where learning will be more effective when it is hidden behind the entertaining activities and provide educational value (Alhadad, 2021; Erlidawati & Rahmah, 2022).

The use of film to improve listening skills has been the subject of two prior studies. First, Cahyanta (2014) demonstrated that film clips can be utilized to improve students' listening comprehension. In addition, video snippets could assist instructors in teaching course material in the classroom. By using accurate references and facts, students demonstrate more comprehension and make fewer errors in their work. Second, Rahayu (2005) examines the use of animated films to enhance students' narrative text listening skills. The study discovered that teaching listening via animated films is an efficient method for enhancing students' narrative text comprehension. Both studies conclude that it is possible to improve students' listening comprehension with the appropriate method, materials, and resources. This research focuses on improving students' listening comprehension through the use of film (Sihombing, 2018). In what ways could a film assist students in improving their listening and comprehension of the conversation and story concept? Based on the explanation provided by the researcher, the study question is "To what extent could movies improve students' vocabulary listening skills?" Strictly speaking, the goal of this study is to determine whether or not students can comprehend the words spoken by the movie's speaker through the movie.

METHODS

This study employed quantitative approach. According to Sugiyono (2016), there are three research methods and those are experiment, survey and naturalistic. To gain the data, the researchers used an experiment method. Moreover, there are four designs for experiment method which are pre-experimental, true-experimental, factorial experimental and lastly quasi-experimental. Participants in the study were drawn from the University of Muhammadiyah Malang. They are from English Language Education Department's students in the 2018 academic year. The researchers chose class A as the subject of the research because they been exposed to listening activities or course in the second semester at interpretive listening course. There are approximately 39 students in class A, five students were chosen randomly to be the research participants in this pre-experimental design research.

The researchers used pre-experimental method, One-Group treatment test, to identify the significant, the researchers compared all scores of the treatment tests. Further, the researchers investigated and analysed whether movie might enhance the participants' listening ability or not. The movie that they are going to watch is chosen as the treatment activity. There will only one meeting conducted per participant, thus, it took five days meetings and five treatment tests for the researcher to gather the data from all participants. According to Ary et al., (2010), a set of provocations presented to an individual to provoke responses on the basis in which a numerical score can be assigned is called a test. Based on the research scheme, the instrument that would be used for this research is a test. The researchers are using test to assess the research participant's listening comprehension ability.

Moreover, the movie in which the researcher would be using is British movie. The movie that are going to be used for the treatment activity are Sherlock Season three Episode one: "Empty Hearse", Sherlock Season three Episode two: "The Sign of Three", Sherlock Season three Episode three: "His Last Vow", and finally Sherlock Season three Episode four: "The Abominable Bride". The reason why the researcher is using four

series is because that is the entirety of the third season of the movie in which the research participant would be watching, some of the participants have watched the second season of the movie therefore the researcher chose the third season of the movie for the research participant to watch, so there would not be any spoiler. Furthermore, the reason why the researcher is using those British movie is because the research participant is particularly struggling with listening to British movie, the next reason of why the researcher is using the Sherlock movie and not another British movie is because, the research participant will be more common to listen to. Thereafter, the researchers asked the participants to write four synopsis from four different third season Sherlock episodes. In collecting the data, the researcher gathered all of the movie synopsis in which the participant have generated.

Furthermore, the researcher would then assess the data using software called P_Lex. According to Meara (2018), P_Lex is a software that are designed to assess the vocabulary used by learners when they are creating texts, furthermore, the programs divides a text up into ten-word segments and counts the number of arduous words on each segments. Normally, P_Lex is best used to process texts in which are no longer than 300 words, the program would still works for extended texts however the displays are designed for shorter texts. The reason why synopsis creation is being used as the research instrument for this research is because a synopsis creation could be used to test the research participant listening comprehension ability in vocabulary enrichment. Moreover, the way that a user would use P_lex software is by first load the text that have been created to the P_lex workspace, P_lex software would ignore almost every punctuation that exist within the writing, second after the user see the words that is shown on the P_lex workspace the user could start press submit to turn their writing work on to the software, after that P_lex would show the user words that are going to be assess by the software the user could also alter words that are going to be assessed by the software, third after the user feels certain about the words in which the software would assess the user could press confirm to begin the assessment process, fourth after the assessment process has been completed by the software the software would show the user a graph that shows how much difficult vocabulary that the user have used on their writing in numerical order from zero to ten, those number behave as a vocabulary level where zero means the lowest level of difficulty and ten as the highest, the highest score that the user could reach is 1.0 and the lowest being 0. The result of the synopsis would be turned into a data that later would be compared by the researchers.

The research procedure would only takes about four days due to the third season of movie only having four episodes, therefore, the research participant are required to watch the movie at least one episode per day and make the synopsis with it. Moreover, the researcher would conduct the treatment activity tab to the research participant via WhatsApp chat group.

Activity	
Meeting with the research participant	
Opening Activity	<p>Researcher gives explanation on how the research will go to the research participant.</p> <p>Researcher explains about what movie that the research participant is going to watch and how much time it would take for them to watch the movie.</p>
Main Activity	<p>Researcher shows the research participant about the movie that they are going to watch.</p> <p>Researcher gives test in which the research participant require to make synopsis of.</p> <p>(https://docs.google.com/document/d/1qa0cLdRcfBoIZr19qlMr5ikerjSHj9G7pG8Xq1seIXk/edit?usp=sharing)</p>

	The researcher would also tell the research participant to put the synopsis that they have created on Microsoft word document file.
	The researchers would also give the research participant an access to watch the movie.
Treatment activity	After the researchers have informed the research participant about the research activity, the researcher would conduct a treatment activity, in which the research participant would watch four movie episode.
Closing Activity	The researchers then told the research participant to send all of their work via WhatsApp group so that the synopsis that they have created could be collected by the researcher.

Table 1. Experimental Activities

RESULTS AND DISCUSSION

In this table, the green square shows the original data that were being assessed by the P_lex software while the brown square define the improvement of the research participant vocabulary level. The highest number that P_lex software can reach is one as seen on research participant NC chapter two and level four on the green square. This means the number of the P_lex assessment could also be inferred as percentage which means 1 is equal as 100 percent. The number on P_lex resembles how much vocabulary level they are using on their writing for example, on chapter two and level four P_lex software assess participant NC with the score of 1 and on chapter one and level one P_lex software gave participant NC the score of 0,153. Here if we translate the number on P_lex as percentage, on chapter two and level four research participant NC is using level four vocabulary 100% while on chapter one and level one research participant NC only using level one vocabulary by 15,3 percent. On the table below the researcher has gathered the maximum improvement of the research participant vocabulary level growth in which can also be seen on the Improvement table with the color brown.

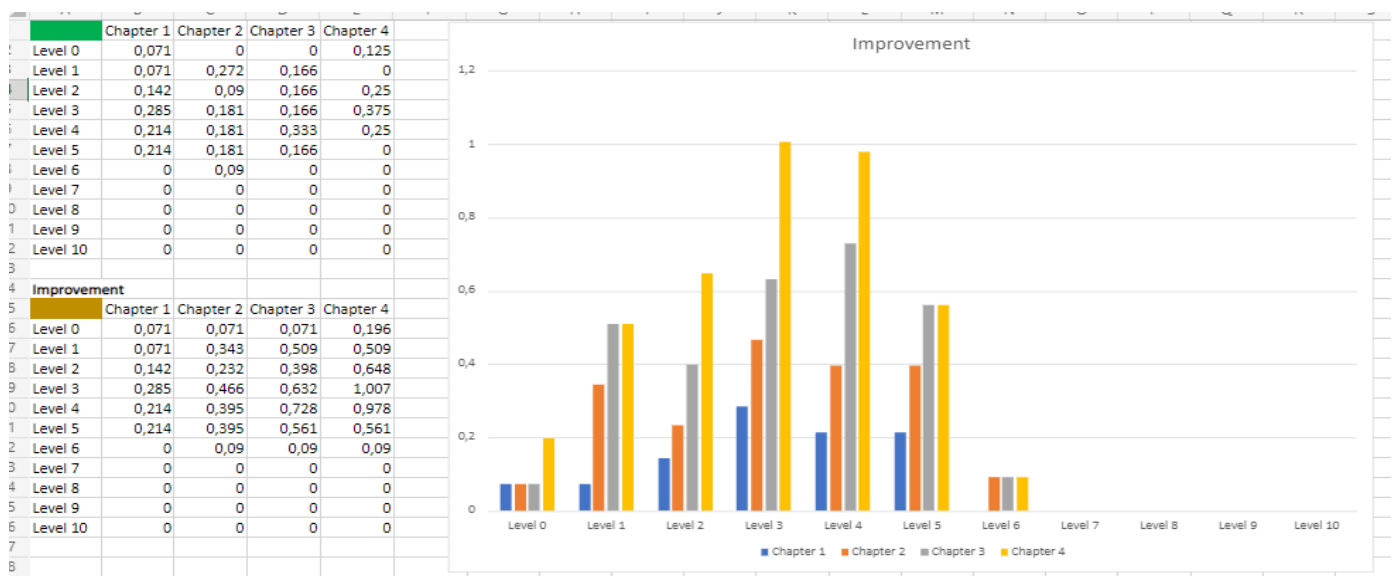


Figure 1. Participant 1 (AD)

Based on the data, we can observe that Level 0 has improved by $0.196=19.6$ percent. Level 1 has improved by 0.509 , or 50.9 percent. Level 2 has gained $0.648=64.8$ percent progress. Level 3 has improved by $1,007$ percent (100.7 percent). Level 4 has gained $0.978=97.8$ percent progress. Level 5 has improved by 0.561% , or 56.1 percent. Level 6 has improved by $0.09=9.9$ percent. Level 7 has gained $0=0$ percent improvement. Level 8 has gained $0=0$ percent improvement. Level 9 has gained $0=0$ percent improvement. Level 10 has gained $0=0$ percent improvement. Furthermore, according on the research participant AD graph, the lowest level vocabulary gain is just 9 percent, while the highest level vocabulary growth is 100.7 percent.

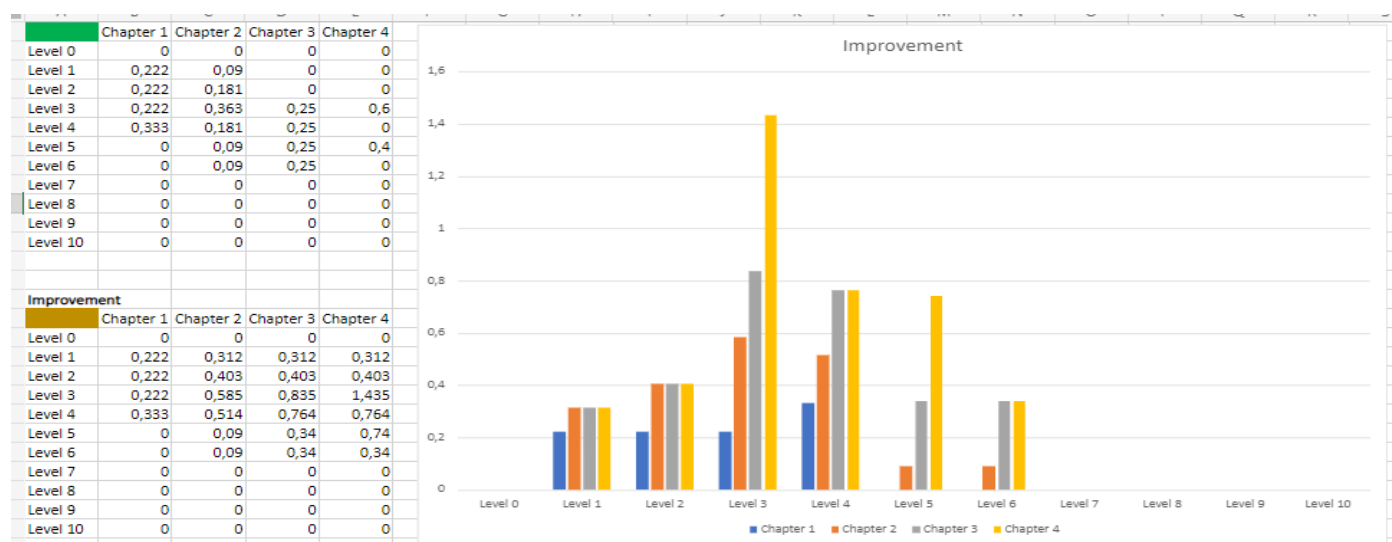


Figure 2. Participant 2 (DA)

According to the data above, Level 0 has improved by $0=0$ percent. Level 1 has improved by 0.312 percent (31.2 percent). Level 2 has improved by 0.403 percent (40.3 percent). Level 3 has increased by $1,435=143.5$ percent. Level 4 has gained $0.978=97.8$ percent progress. Level 5 has increased by $0.7644=76.4$ percent. Level 6 has gained $0.74=74$ percent improvement. Level 7 has gained $0.34=34$ percent improvement. Level 8 has gained $0=0$ percent improvement. Level 9 has gained $0=0$ percent improvement. Level 10 has gained $0=0$ percent improvement. According to the research participant DA graph, the lowest level of vocabulary development is level 1 vocabulary, which is only 31.2 percent, and the highest level of vocabulary improvement is level 3 vocabulary, which is 143.5 percent.

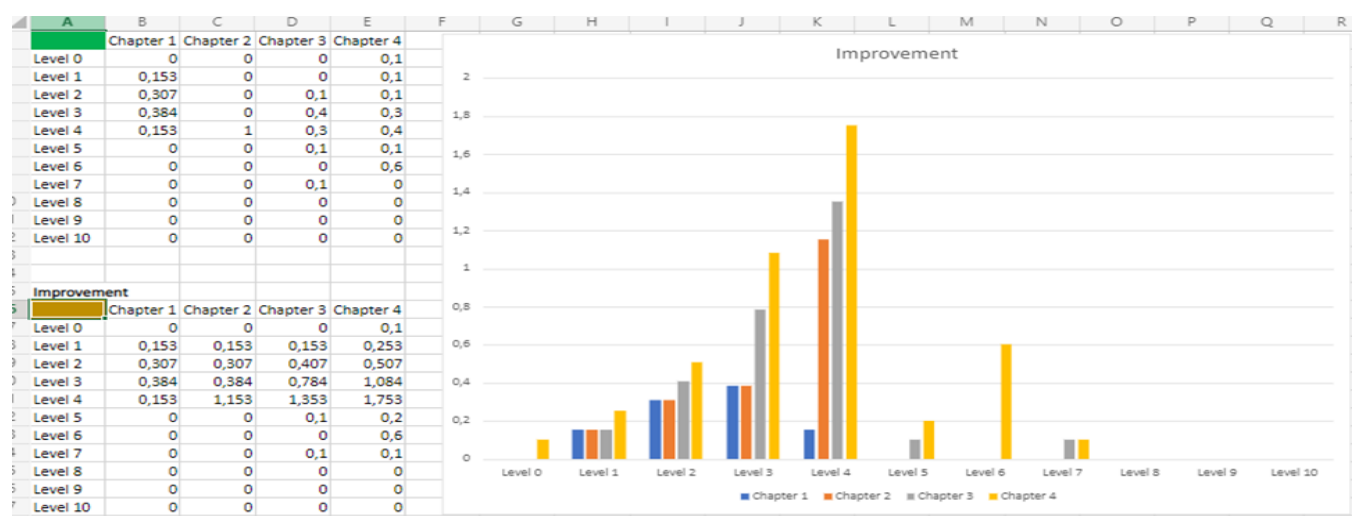


Figure 3. Participant 3 (NC)

In the data display, we can see that Level 0 has gained 0.1 percent progress. Level 1 has gained 0.253=25.3 percent improvement. Level 2 has improved by 0.507 percent (50.7 percent). Level 3 has improved by 1,084 (108.4 percent). Level 4 has increased by 1.753=175.3 percent. Level 5 has gained 0.2=20 percent improvement. Level 6 has gained 0.6=60% improvement. Level 7 has improved by 0.1 percent. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Furthermore, according to the research participant NC graph, the lowest level vocabulary development score is level 7, which accounts for just 10% of the total, while the greatest level vocabulary improvement score is level 4, which accounts for 175.3 percent.

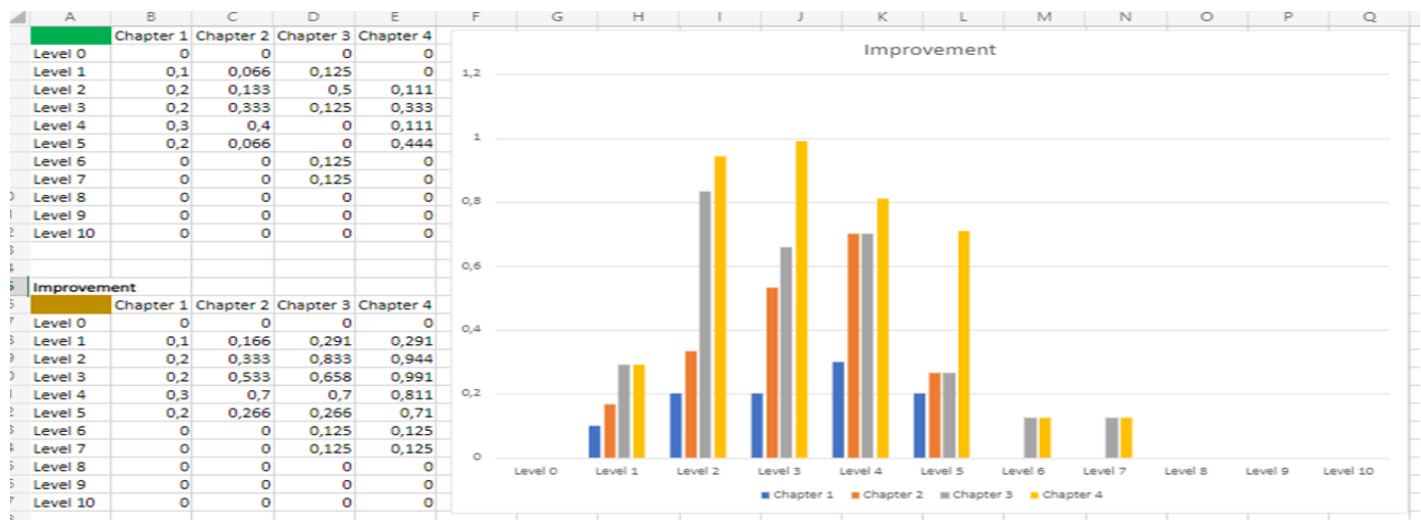


Figure 4. Participant 4 (AU)

Level 0 has gained 0=0 percent improvement in the given data above. While, Level 1 has gained 0.291=29.1 percent improvement. Level 2 has improved by 0.944 = 94.4 percent. Level 3 has gained 0.991=99.1 percent improvement. Further, Level 4 has improved by 0.811%, or 81.1 percent. Level 5 has gained 0.71=71 percent improvement. Level 6 has gained 0.125=12.5 percent progress. Level 7 has gained 0.125=12.5 percent progress. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Furthermore, according to the research participant AU graph, the lowest level vocabulary improvement score is level 6 and 7, accounting for just 12.5 percent, while the highest level vocabulary improvement score is level 3, accounting for 99.1 percent.

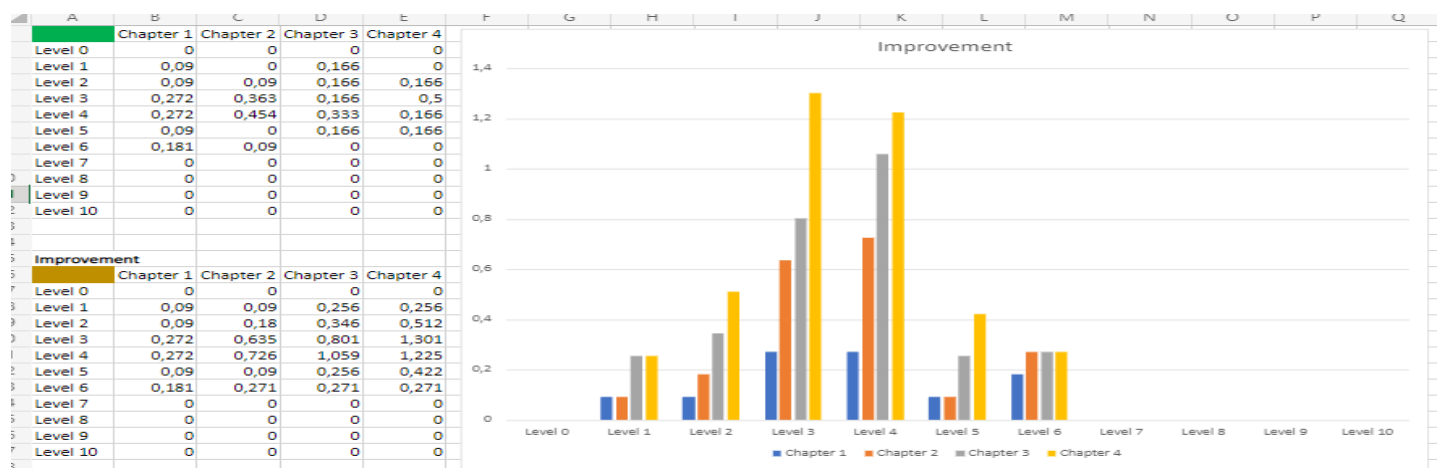


Figure 5. Participant 5 (JE)

Level 0 has gained 0=0 percent improvement. Level 1 has gained 0.256=25.6 percent improvement. Level 2 has improved by 0.512 = 51.2 percent. Level 3 has increased by 1.301=130.1 percent. Level 4 has increased by 1.225=122.5 percent. Level 5 has gained 0.422=42.2 percent improvement. Level 6 has gained 0.271=27.1 percent progress. Level 7 has gained 0=0 percent improvement. Level 8 has gained 0=0 percent improvement. Level 9 has gained 0=0 percent improvement. Level 10 has gained 0=0 percent improvement. Finally, according to research participant JE, the lowest level vocabulary development score is just 25.6 percent, while the greatest level improvement score is 130.1 percent. Finally, the lowest level of improvement from all of the research participants is level 1,6, and 7, which range from 9 percent to 25.6 percent, while the highest level of vocabulary improvement is level 3, which ranges from 99.1 percent to 143.5 percent. Finally, the lowest level of improvement from all of the research participants is level 1,6, and 7, which range from 9 percent to 25.6 percent, while the highest level of vocabulary improvement is level 3, which ranges from 99.1 percent to 143.5 percent.

CONCLUSION

Based on the findings of the study, it is fair to suggest that watching movies can improve listening comprehension capability in terms of vocabulary. The largest level of vocabulary development among all research participants is level 3, ranging from 99.1 percent to 143.5 percent. From all of this, it can be contended that there is a significant improvement in the research participants' listening ability; by using movies, students could comprehend vocabulary effectively since they can see the movie scenes by scene and infer what the scenes context is about, and from there they understand the meaning of the vocabulary that the movie characters are attempting to deliver.

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Textual Metafunction in English Translation of The Noble Qur'an's *Surah 'Abasa*

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ABSTRACT

The purposes of this research are to identify the types of theme used in translation *Qur'an Surah 'Abasa* and to derive the dominant type of theme used in translation *Qur'an Surah 'Abasa*. Here, the researcher applied descriptive qualitative approach. The data of this research were clauses in English translation of *Qur'an Surah 'Abasa* which collected from Translation of the Meanings of The Noble *Qur'an* in the English Language by Dr. Muhammad Taqiuddin al-Hilali and Dr. Muhammad Muhsin Khan. The researcher used documentation technique as data collection technique in this study. In analyzing the data, the Interactive Model Technique of Miles, et. al., (2014) was employed in this study. The results of the research show the frequency and percentage of the types of theme used in the English translation of *Qur'an Surah 'Abasa*. They are 55 Unmarked Topical Themes (49.55%), 34 Conjunction Textual Themes (30.63%), 20 Marked Topical Themes (18.02%), and 2 Polarity Adjunct Interpersonal Themes (1.80%). This finding showed that Unmarked Topical Theme is mostly used in the English translation of *Qur'an Surah 'Abasa* because it explained a lot about nominal group and nominal group complex and it has a tendency to use subject as theme.

INTRODUCTION

According to Darwis (2010), Holy *Qur'an* is the book of Allah and it is considered as a medium of communication because the *Qur'an* contains various important messages from Allah for His creatures. This explains about Islamic religion's ideology, rituals, ethics, and laws and it is a book that distinguishes between what is right and wrong (Haleem, 2004). Besides, it also teaches Moslem how to maintain good relations with fellow humans. Furthermore, as a communication medium, language has a function as a conveyor of information, as a creator of actions, and as a builder and maintainer of social relations.

Further, it is regarded as the most effective method of establishing relationships with others. People in social situations require a language in order to interact and share ideas with one another (Tomasello, 2010). Language is used by people to communicate their desires and views. Thus, it is difficult to imagine how humans can cooperate and get along without language. The social settings and the language arranged to suit social functions determine the aims and meanings of language use. Language metafunction refers to three major functional components of language. Halliday & Matthiessen (2014) identified three metafunctions of language in Systemic Functional Linguistic, *i.e.* ideational function, interpersonal function, and textual function.

First, the ideational function, which is concerned with clauses as representations and it is realized by the Transitivity system of language. Second, the interpersonal function, which is concerned with clauses as exchanges and it is realized by the Mood system of language. Then, the textual function, which is concerned with clauses as messages and it is realized by the Theme-Rheme system of language (Martin & Rose, 2007).

It is language-oriented and deals with the production of cohesive and coherent text by organizing and structuring the linguistic information in the clause (Halliday & Matthiessen, 2014).

Therefore, Systemic Functional Linguistics (SFL) or Systemic Functional Grammar (SFG) or also known as Metafunction proposed originally by Halliday (1961), he separates conventional grammar and formal grammar. Both traditional and formal grammar concentrate on rules for constructing correct sentences. Hence, it begins with the inquiry, "How should this sentence be structured?" In the meantime, functional grammar is concerned not only with structures, but also with how those structures produce meaning. The question in functional grammar is, "How is the meaning of this text realized?" Systemic-functional grammar, on the other hand, labels clause elements according to the function they serve in that clause rather than by word class (Gerot & Wignell, 1994; Thompson, 2013). Briefly, we can use this functional linguistic approach in analyzing discourse more deeply because it is concerned not only in one aspect. Because it is not merely focused on the structures but also with how those structures construct the meaning (Van Dijk, 2015; Jannah et al., 2022).

Hence, she decided to analyze an English translation of *Qur'an Surah* named '*Abasa. Surah 'Abasa* ("He Frowned") is the 80th surah of the *Qur'an* with 42 ayats. It was revealed in Mecca. The name of the surah is derived from its first verse, عَبَسَ وَتَوَلَّى which means "He (The Prophet Muhammad S.A.W.) frowned and turned away" (Al-Hilali & Khan, 1998). This surah was revealed based on an incident of Prophet Muhammad. To understand about the thematic/theme-rheme structure in the *Surah 'Abasa*, the writer has to use the Systemic Functional Linguistic theory proposed by Halliday as the framework of the discussion. So, the researcher must focus only to the textual metafunction because it is realized by the Theme-Rheme system of language. The usage of theme and rheme in the translation of *Qur'an Surah 'Abasa* is very interesting to be studied without changing the content of *Qur'an Surah 'Abasa*. The researcher just wanted to describe the types of theme used in translation of the *surah*.

In addition, a simple definition of Theme in English is the idea represented by the constituent at the beginning of the clause. That might be stated as the message's starting point. The Theme is followed by the realization of the Rheme, which might be described as the remainder of the message (Halliday & Matthiessen, 2014). Hence, to summarize, Theme always starts at the beginning of the clause and is followed by Rheme. For example:

Table 1. Example of Theme and Rheme

Scotland	was worst hit.
Unmarked: Nominal Group Theme	Rheme

From the example above, "**Scotland**" as theme because it comes first in the clause. "**Scotland**" was classified as nominal group because it is a country (noun). While "**was worst hit**" is a rheme because "**was**" is an auxiliary verb. Verb or auxiliary verb in a clause will be classified as rheme.

The term theme is divided into three parts. There are three of them: an ideational/topical theme, an interpersonal theme, and a literary theme. First, consider the conceptual or topical theme. It is frequently, but not always, the clause's initial nominal group. Nominal group complexes, adverbial groups, prepositional phrases, and embedded clauses are all examples of topical themes. A key point to remember is that each clause must include only one topical theme. Once you've discovered a topical theme in a clause, you can assign the rheme role to all of the remaining clause constituents (Eggs, 2004). Ideational or topical theme

is divided into two parts. They are unmarked topical theme and marked topical theme. The unmarked topical theme may be nominal group (*e.g.* Jack), nominal group complexes (*e.g.* boys and girls), or embedded clause (*e.g.* (What boys and girls did)). Meanwhile, the marked topical theme may be adverbial (*e.g.* Now), prepositional phrase (*e.g.* Up the hill), or complement (*e.g.* His crown).

Second, the interpersonal theme. When a constituent with a mood label (but not a transitivity label) appears at the beginning of a clause, we refer to it as an interpersonal theme (Eggins, 2004). Before the topical theme, there are interpersonal elements. They may be modal adjuncts (*e.g.* probably, perhaps, usually, *etc.*), vocatives or name used to address someone (*e.g.* Mary, Joe, *etc.*), finite and Wh-elements (*e.g.* did, who, why, *etc.*), or polarity adjunct (no/yes). Third, the textual theme. Textual themes relate the clause to its context. Textual elements also occur before the topical theme. There are three types of textual theme. They are conjunctive adjuncts (*e.g.* meanwhile, moreover, therefore, despite that, *etc.*), continuative adjuncts or words used in spoken dialogue to indicate that speaker's contribution somehow related to what a previous speaker has said in an earlier turn (*e.g.* well, ah, right, ok, *etc.*), and conjunctions (*e.g.* because, but, *etc.*).

However, the element that is typically chosen as Theme in an English clause depends on the choice of Mood. In the other hand, theme interacts with mood which means that Theme in every clause depends on the mood of the clause. Mood is the major interpersonal system of the clause which provides interactants involved in dialogue with the resources for giving or demanding a commodity, either information or goods-&-services (Halliday & Matthiessen, 2014). As far as the writer concerned, most of the examples that have been discussed are declarative mood. However, we also need to consider theme in interrogative, imperative, and exclamative.

Based on the explanations above, it can be known that the Theme is crucial to influence the readers. Theme determines the focus information of the clause. Theme can be found in articles, novel, holy *Qur'an*, textbook, magazine, song lyrics, or speech. The topics of the *surah* in *Qur'an* can vary. It can be about creed, rituals, ethics, reprimand, and laws of the Islamic religion. One of *surah* that mostly theme to be found is the *Qur'an Surah 'Abasa*. Thus, the researcher aimed to identify the types of theme used in translation *Qur'an Surah 'Abasa* and to derive the dominant type of theme used in translation *Qur'an Surah 'Abasa*. To identify these objectives, the researcher explored Halliday's theory, and the clause was thoroughly examined by examining the realization of textual metafunction, and it can be observed how the author ordered their language to achieve their goals.

METHODS

Research Design

In this research, the researcher employed qualitative approach. Qualitative designates any research whose results are captured in words, images, or nonnumeric symbols; for instance, research on dreams (George, 2008). Based on the citation, the researcher applied qualitative approach because it will describe types of theme which found in the translation of *Qur'an Surah 'Abasa*. As for the research result, it is presented descriptively which describes and analyzes the types of theme (Creswell & Creswell, 2017). The technique of collecting data used in this study is documentation technique. Meanwhile, the researcher collected the data through examining documents.

Data and Data Source

The data of this study were clauses in English translation of *Qur'an Surah 'Abasa* which was taken from *Translation of the Meanings of The Noble Qur'an in the English Language* written by Dr. Muhammad



Taqiuddin al-Hilali and Dr. Muhammad Muhsin Khan in 1998. This work was published by King Fahd Complex in Saudi Arabia and it is the 80th *surah* of the *Qur'an* with 42 *ayats*.

Data Analysis Technique

In analyzing the data, the Interactive Model Technique of Miles, *et. al.* (2014) was employed in this study to analyse the data. The analysis consists of three concurrent flows of activities: data condensation, data display and data verification/conclusion (Miles, *et. al.*, 2014). To analyze the data, the researcher analyzed the data through the following steps. First, the researcher analysed all of the clauses in English translation of *Qur'an Surah 'Abasa*, the researcher, further, condensed unused data in the translation of *Qur'an Surah 'Abasa*. Second, the researcher displayed those data in short description. She would explain clearly why the data can be classified to each types of theme using Halliday's theory. Third, the researcher drew conclusions from data presented in the form of tables supported by explanations of the types of theme based on Halliday's theory.

RESULTS AND DISCUSSION

Types of Theme Used in Translation *Qur'an Surah 'Abasa*

The topic to be studied in this research was about Themes contained in English translation of *Qur'an Surah 'Abasa*. Here, the researcher read and comprehended the whole English translation of *Qur'an Surah 'Abasa* by Dr. Muhammad Taqiuddin al-Hilali and Dr. Muhammad Muhsin Khan to find out the types of theme used in the translation and the most dominant type of theme used in the translation. Then, the researcher analyzed the data by using data analysis technique of Miles, *et. al.* which consisted of three steps, namely data condensation, data display, and data verification/conclusion. It meant that there were three steps had been done by the researcher in analyzing the data in this research. In data condensation, the researcher analyzed all of the clauses in English translation of *Qur'an Surah 'Abasa*. The *surah* consists of 42 *ayats* which were divided into 76 clauses/data. Then, she condensed one of an unuseful data in the translation of *Qur'an Surah 'Abasa*. She found unuseful data which did not fulfill the required criteria. The explanation is as follows:

Data 34 QS. 80: 17:

قُتِلَ الْإِنْسَانُ

Be cursed (the disbelieving) man!

The data above is a minor clause. It has no thematic structure that can classify it into any types of theme. At a glance, it is almost similar to

Data 35 QS. 80: 17:

مَا أَكْفَرَهُ

How ungrateful he is!

In the data 35, “**How ungrateful**” is Unmarked Topical Theme. Before the theme was identified, the researcher identified the mood of the data 35. The data 35 was identified as exclamative clause. In exclamative clause, the WH-element will always be a topical theme (Eggins, 2004). It consists of WH-element plus either a nominal group or an adverbial group. So, “**How ungrateful**” is the theme for the data 35 because “**How**” is one of WH- element, while “**ungrateful**” is a nominal group. It was identified as

nominal group because “**ungrateful**” explained an ungrateful man (noun). It is different with the data 34, “**Be cursed (the disbelieving) man!**”. Even though it was identified as exclamative clause, it precedes with “**Be cursed**” which it is not a WH- element. So, it is not a Topical Theme, so it could not also be classified into other types of theme, either Interpersonal Theme or Textual Theme. It is an exclamation but it has no mood or transitivity structure. In the other words, they have no thematic structure which meant that the data 34 must be condensed because it did not fulfill the required criteria of any types of theme.

After condensing the data, the researcher displayed those data in short description. The researcher would explain clearly why the data can be classified into each type of theme. Then, in the data verification step, the researcher made conclusions from the result of data condensation and data display in table form. In drawing conclusions, the researcher answered questions of research problems based on the results of data analysis. Specifically, the researcher drew conclusions from data presented in the form of tables supported by explanations of the types of theme based on Halliday’s theory.

Based on Halliday’s theory, there are three types of theme, in which each types of theme have some small divisions. They are: 1) Topical/Ideational Theme, which is divided into two divisions: (a) Unmarked Theme and (b) Marked Theme, 2) Textual Theme, which is divided into three divisions: (a) Conjunctive Adjunct Theme, (b) Continuative Adjunct Theme, and (c) Conjunction Theme, and 3) Interpersonal Theme, which is divided into four divisions: (a) Modal Adjunct Theme, (b) Vocative Theme, (c) Finite and Wh-elements Theme, and (d) Polarity Adjunct Theme.

However, in this study, the result showed that there are 4 small divisions of types of theme used in translation of *Qur’an Surah ‘Abasa* written by Dr. Muhammad Taqiuddin al-Hilali and Dr. Muhammad Muhsin Khan. They are: (1) Unmarked Topical Theme, (2) Marked Topical Theme, (3) Conjunction Textual Theme, and (4) Polarity Adjunct Interpersonal Theme. Meanwhile, Conjunctive Adjunct and Continuative Adjunct from Textual Theme and Modal Adjunct, Vocative, and Finite and WH-elements from Interpersonal Theme were not found in this study. The following clauses were the representative clauses found in *Qur’an Surah ‘Abasa*:

Unmarked Topical Theme

عَبَسَ

Data 3 QS. 80: 1 (Declarative Clause)	(The Prophet S.A.W.)	frowned
	Unmarked Ideational/Topical Theme	Rheme

In the data 3, “(The Prophet S.A.W.)” is considered as theme because it is the starting point of the message. “(The Prophet S.A.W.)” is classified as nominal group because it is a person (noun). Based on Halliday’s theory, nominal group belongs to unmarked topical theme.

وَمَا عَلَيْكَ

Data 15 QS. 80: 7 (Interrogative Clause)	What	does it matter to you?
	Unmarked Ideational/Topical Theme	Rheme

The data 15 is identified as interrogative clause. In this data, “**What**” is determined as theme because it is in initial position. It is classified into unmarked topical theme because WH-elements initiated questions. So then, it would function as topical theme.

ذَكَرَهُ

Data 27 QS. 80: 12 (Imperative Clause)	Let	him pay attention to it.
	Unmarked	
	Ideational/Topical	
	Theme	Rheme

The data 27 is identified as imperative clause. In the data 27, “**let**” is identified as theme because it is in initial position. “**Let**” is classified into unmarked topical theme because it is a predicator. In imperative clause, the clause must begin with a predicator and it should be treated as a topical theme. Therefore, it is classified into unmarked topical theme.

مَا أَكْفَرَهُ

Data 35 QS. 80: 17 (Exclamative Clause)	How ungrateful	he is!
	Unmarked	
	Ideational/Topical	
	Theme	Rheme

In the data 35, “**How ungrateful**” is determined as a theme. The data 35 was identified as exclamative clause. In exclamative clause, the WH- element will always be a topical theme (Eggins, 2004). It consists of WH-element plus either a nominal group or an adverbial group. So, “**How ungrateful**” is the theme for the data 35 because “**How**” is one of WH- element, while “**ungrateful**” is a nominal group. It is identified as nominal group because “**ungrateful**” explained an ungrateful man (noun). Therefore, “**How ungrateful**” is an unmarked topical theme.

Marked Topical Theme

أَمَّا مَنْ اسْتَعَنَ

Data 13 QS. 80: 5 (Declarative Clause)	As for him	who thinks himself self-sufficient,
	Marked	
	Ideational/Topical	
	Theme	Rheme

In the data 13, “**As for him**” is a theme because it is in initial position of the clause. It is identified as prepositional phrase because there is “**As for**” as preposition. Therefore, the prepositional phrase belongs to marked topical theme.

فَأَنْتَ لَهُ تَصَدَّقُ

	To him	you attend;
Data 14 QS. 80: 6 (Declarative Clause)	Marked Ideational/Topical Theme	Rheme

In the data 14, “**To him**” is a theme because it is the starting point of the clause. It is also included to prepositional phrase because there is “**To**” as preposition. As well as, the prepositional phrase belongs to marked topical theme.

فَمَنْ شَاءَ

	So	whoever wills,
Data 26 QS. 80: 12 (Declarative Clause)	Marked Ideational/Topical Theme	Rheme

In the data 26, “**So**” is a theme because it is the first message of the clause. It is included to adverbial group. Moreover, the adverbial group belongs to marked topical theme.

ثُمَّ السَّبِيلَ يَسْرَهُ

	Then	He makes the path easy for him.
Data 39 QS. 80: 20 (Declarative Clause)	Marked Ideational/Topical Theme	Rheme

In the data 39, there is only a theme. Here, “**Then**” is a theme which is included to adverbial group. The adverbial group is classified into marked topical theme.

Conjunction Textual Theme

أَنْ جَاءَهُ الْأَعْمَى

	Because	there	came to him the blind man
Data 5 QS. 80: 2 (Declarative Clause)	Conjunction Textual Theme	Unmarked Ideational/Topical Rheme	

In the data 5, “**Because**” and “**there**” are considered as themes because they are the first message what speaker going to say. “**Because**” is a conjunction. As well as, conjunction is the textual theme. While “**there**” belongs to unmarked topical theme because it refers to “**the blind man**” which it is a person (noun). Furthermore, noun is classified as nominal group which belongs to unmarked topical theme.

أَوْ يَذَّكَّرُ

Data 11 QS. 80: 4 (Declarative Clause)	Or	he	might receive admonition,
	Conjunction	Unmarked	
	Textual	Ideational/Topical	
	Theme		Rheme

In the data 11, there are also two themes identified. They are: “**Or**” and “**he**”. Similarly with “**but**” and “**and**”, “**or**” is also a conjunction which belongs to the textual theme. Meanwhile, “**he**” is classified as nominal group because it is a singular pronoun. As the same as the previous data, nominal group belongs to unmarked topical theme.

فَأَقْبِرَہْ

Data 41 QS. 80: 21 (Declarative Clause)	and	<He>	puts him in his grave.
	Conjunction	Unmarked	
	Textual	Ideational/Topical	
	Theme		Rheme

In the data 41, there are two themes existed. They are: “**and**” and “**<He>**”. In conjunction material, “**and**” is included to one of the conjunction, which is classified as the textual theme. While “**<He>**” is classified as nominal group because it is a singular pronoun which refers to Allah. Here, the researcher put “**<**” symbol because it is an invisible phrase came from the data 40. In the data 40, the clause explained that after creating man, Allah causes him to die. While in this data, the clause explained Allah makes him the inhabitant of a grave. Therefore, the nominal group is the unmarked topical theme.

وَوُجُوہَ یَوْمَئِذٍ عَلَیْہَا غَبَرَةٌ

Data 70 QS. 80: 40 (Declarative Clause)	And	other faces,	that day, will be dust- stained.
	Conjunction	Unmarked	
	Textual	Ideational/Topical	
	Theme		Rheme

In the data 70, there are two types of theme. They are: “**And**” and “**other faces**” in initial position. First, “**And**” is a conjunction. Besides, conjunction is the textual theme. While “**other faces**” is classified as

nominal group complex because it is a noun which refers to some people. Furthermore, nominal group complex belongs to unmarked topical theme.

Polarity Adjunct Interpersonal Theme

كَلَّا إِنَّهَا تَذْكِرَةٌ

Data 24 QS. 80: 11 (Imperative Clause)	<i>Nay, (No,)</i>	(do not do	like this);
	Polarity Adjunct	Unmarked	
	Interpersonal	Ideational/Topical	
	Theme		Rheme

In the data 24, “*Nay*,” and “(do not do” are considered as themes because they are in initial position. Different from the previous data, this data begins with interpersonal theme. “*Nay*,” means “No”. Hence, it is identified as a polarity adjunct. Polarity adjunct is grouped into the interpersonal theme. While “(do not do” is classified into unmarked topical theme. The data 24 is identified as imperative clause. Imperative clause begins with a predicator. The predicator is labelled for the transitivity function of process, and should therefore be treated as a topical theme (Eggins, 2004). In this data, “do not do” is a predicator. Therefore, it is classified into unmarked topical theme.

كَلَّا لَمَّا يَقْضِ مَا أَمَرُهُ

Data 44 QS. 80: 23 (Declarative Clause)	<i>Nay, (No,)</i>	but	(man)	has not done what He commanded him.
	Polarity Adjunct	Conjunction	Unmarked	
	Interpersonal	Textual	Ideational/Topical	
		Theme		Rheme

In the data 44, there are three types of theme identified. They are: “*Nay*,” “but”, and “(man)”. First, “*Nay*,” is a polarity adjunct which belongs to the interpersonal theme. Second, “but” is a conjunction which belongs to the textual theme. Third, “(man)” is classified as nominal group because it is a person (noun). Moreover, nominal group belongs to unmarked topical theme.

The Most Dominant Type of Themes Used in Translation Qur'an Surah 'Abasa

After getting the frequencies of types of theme used in translation of *Qur'an Surah 'Abasa*, it was known the percentage of each types of theme. They are 55 Unmarked Topical Themes (49.55%), 34 Conjunction Textual Themes (30.63%), 20 Marked Topical Themes (18.02%), and 2 Polarity Adjunct Interpersonal Themes (1.80%). Based on those percentages, it shows the most dominant types of theme found in the translation of *Qur'an Surah 'Abasa* is Unmarked Topical Theme. To make it clear, the following table displayed the types of Theme found in translation Qur'an Surah 'Abasa:

Table 2. Calculation of Types of Theme in Translation *Qur'an Surah 'Abasa*

Types of Theme		Total
Ideational/Topical	Unmarked	55
	Marked	20
Textual	Conjunctive adjunct	-
	Continuative adjunct	-
	Conjunction	34
	Modal adjunct	-
Interpersonal	Vocative	-
	Finite and Wh-Element	-
	Polarity adjunct	2
Total		111

By considering the result and findings above, it can be concluded that the unmarked topical theme became the most dominant type of theme used in the translation of *Qur'an Surah 'Abasa* because this *surah* explained a lot about nominal group and nominal group complex. This *surah* depicted several matters. **The first**, it explained about the prophet Muhammad S.A.W. being reprimanded because he frowned at a weak people. **The second**, it explained about the characteristics of *Qur'an*. **The third**, it explained about the refutation against whoever denies life after death. **The fourth**, it explained about the Judgment Day and the fleeing of the people from their relatives during it. **The last**, it explained about the faces of the people of paradise and the people of the fire on the Judgment Day.

In the other words, this *surah* explained a lot about people (Prophet Muhammad S.A.W., the blind man, ungrateful man, disbelievers, and so on), things (admonition, duty, holy *Qur'an*, judgment day, and so on), *etc.*, which they can be identified as nominal group or nominal group complex. Based on the Halliday's theory, nominal group and nominal group complex are classified into Unmarked Topical Theme. In addition, it meant that this translation of *Qur'an Surah 'Abasa* tend to use subject as a theme or as the representative of first information in the clause.

As the same as this research, the research written by Wijayanto (2013) which entitled "An Analysis of Theme in Michael Learns to Rock's Song Lyrics" is also tend to use subject as a theme. However, the research did not explain any implicit phrase that can make the readers think harder and deeper about how to identify the types of theme. Besides that, the subjects used in the song lyrics tend to be repetitive. The researcher found there are so many themes (subject) identified by the use of pronoun in Wijayanto's research, such as: I, You, They, *etc.* Meanwhile, in this research, the readers can find various subjects of unmarked topical theme, such as: disbelievers, admonition, darkness, *etc.*

Furthermore, the findings of Ginting (2013) were identical to those of the current researcher. It was discovered that the most common types of themes employed in song lyrics were ideational/topical themes, interpersonal themes, and textual themes. Further, Akbar (2017) conducted another study that focused on Donald Trump's speech texts. This was discovered that the most common sorts of themes employed in speech texts were ideational/topical themes, textual themes, and interpersonal themes. Hamid (2011) conducted the most recent study, which focused on English advertisements in the Jakarta Post. Also, it was discovered that the most prevalent sorts of theme utilized in commercials were ideational/topical themes, followed by textual themes. However, there is no any interpersonal theme in those clauses.

CONCLUSION

Based on the research finding and data analysis, some conclusions can be drawn from this study. First, there are 4 small divisions of types of theme used in translation of *Qur'an Surah 'Abasa* written by Dr. Muhammad Taqiuddin al Hilali and Dr. Muhammad Muhsin Khan. They are: 55 Unmarked Topical Themes (49.55%), 34 Conjunction Textual Themes (30.63%), 20 Marked Topical Themes (18.02%), and 2 Polarity Adjunct Interpersonal Themes (1.80%). Second, based on those percentages, it shows the most dominant types of theme found in the translation of *Qur'an Surah 'Abasa* is Unmarked Topical Theme because this *surah* explained several matters about people (Prophet Muhammad S.A.W., the blind man, ungrateful man, disbelievers, and so on), things (admonition, duty, holy *Qur'an*, judgement day, and so on), *etc.* which they can be identified as nominal group or nominal group complex. Furthermore, nominal group and nominal group complex are classified into Unmarked Topical Theme. In addition, it meant that this translation of *Qur'an Surah 'Abasa* tend to use subject as a theme or as the representative of first information in the clause.

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The Role of Quipper Application for English Language Teaching

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ABSTRACT

Quipper is one of widely recognised Online Learning Platforms for learners on many levels. Quipper is equipped with several features that can support the process of learning, especially for language learning. This study aims to deeply discuss the features offered by Quipper that can benefit the learners through suitable instructional design used in learning English; and to provide the implication of its use for Indonesian education context. This study is library research where the data were derived from relevant articles and previous studies. The research findings revealed that some features of Quipper could benefit students to acquire new vocabulary, punctuality and grammatical awareness through Chat Room or In-built Messaging. Moreover, as web-based learning platform, Quipper could expose the multimodal exposure (written, oral and visual) for foreign language input. More importantly, Quipper was interestingly viewed by many learners as a new way of learning that somehow could enhance their positive language learning intensity. Nevertheless, even though Quipper is positively welcomed, it might imply several challenges and limitations. In Indonesian education context, Quipper could not be fully used as the main platform for learning because there would be a great reliance on teachers to misuse the features that leading to the boring class activity and lack of teaching professionalism.

INTRODUCTION

The development of technology massively has “roamed” in every human life aspect, especially in education sector. Internet has become one of the most influential inventions affecting today’s teaching learning transformation, like E-learning or Online Based Learning. There are many Online Learning Platforms used by learners to develop a new approach and methods toward certain subjects, one of them is learning language. In this opportunity, the write focuses on the implementation of Quipper application. Quipper is one of the Open Source Online Based Learnings used by many teachers and students in secondary/high school level. This writing attempts to discuss several features offered by the Quipper in providing instructional design in teaching and learning process, especially in teaching English subject. The discussion will encompass the advantages and also the limitations of the Quipper as the online learning platform. To conclude this writing, the writer will briefly review the phenomenon of Quipper in the context of Indonesian educational system. Quipper (www.quipper.com) is a free UK-based online learning platform aiming to help learners to learn online through a web access or an application.

Quipper was released in January 2014 as the breakthrough of online learning platform. Quipper has the main feature called “Quipper School” functioning as the online classroom platform that can be used by teachers and students. Technically, in order to involve in the Quipper Platform, someone should sign up for free in <https://school.Quipper.com/en-PH/index.html> for the new personal account or can be logged in through the Facebook account. It requires the email address and the password to activate the account. Quipper offered the two optional users, which are as a teacher and student. Since Quipper has been used by million people

distributed mostly in countries such as UK, Japan, Philippines, Indonesia, Mexico, and Thailand, thus, there are some languages that correspond to several countries, namely English, Japanese, Filipino, Bahasa Indonesia, Mexican, and Thai. Quipper School, is a free e-learning platform that empowers teachers to streamline teaching methods and class management, and enables students to learn in a fun and effective way. Headquartered in London, the company has offices in Manila, Tokyo, Jakarta and Mexico City, and is currently used by 150,000 teachers and 2 million students across the four countries (Campos, 2016).

METHODS

The focuses of this study were to describe the features of Quipper as one of popular Online Learning Platforms used in teaching English; and to portray the issues and challenges of its use in Indonesian education context. This study used the literature study approach where allows the researchers to portray and describe deeply one particular phenomenon (Yin, 2014). The information needed to support the description in this paper was based on books, articles of relevant previous study.

In presenting the finding and discussion, this study employed a descriptive review. The researcher carefully narrowed down the search of relevant published journal articles and classified them into particular and designated topic. A descriptive review would provide the opportunity for researcher to identify any interpretable trends or draw overall conclusions about the benefits of existing conceptualisations, propositions, methods or findings (Paré et al., 2015).

RESULTS AND DISCUSSION

Feature Analysis of Quipper as the Online Learning Platform

Quipper contains several features that are required as the standardised online learning platform. Those features consist of contents, learning purposes, and importantly the instructional design model and concept. In this part of writing, the writer will critically discuss about the functions of each feature and its limitations in designing the learning instructional.

The presence of the Quipper is an absolutely breakthrough in reflecting today's modern learning environment. There are some strong points of Quipper that can attract more users in practicing the online learning design now and for few years ahead. The features offered by Quipper representatively provide a complete function of school classroom. Technically, the web features and application of Quipper is qualified as the three standard online learning platform. Paulsen (2003) categorised three aspects of standardised online learning platform, namely, the creation of course tools, student and tutor support tools, and course administration.

Furthermore, on Quipper, it can maintain the online classroom teaching learning process, send the assignment, create the assessments and examinations, monitor students' progress, create educational content (upload, view and download). Quipper supports teachers via virtual storage that allows them upload and keep their PowerPoint presentations, PDF files, pictures and videos online (Mulyono, 2016). For students, they can work individually and collaboratively in following the instructions and assignment given by their teachers. Here are some Quipper's interesting features:

The Assignment and General Study

This feature consists of three main menus: *Creation*, *Assessment*, and *Learning*. The 'creation' function involves setting up the classroom, the materials, and the students. The 'assessment' feature makes it

easier for teachers to assign learning materials (lessons and quizzes) to pupils. The 'learning' feature provides learners with access to these learning materials. This feature is designed for teachers to create and maintain the standard activities of teaching learning process.

The Curriculum

This menu offers two options for teachers regarding the learning materials; they can either use the materials available on the *Quipper* database, or they can develop their own materials and use them to teach their students (Mulyono, 2016). Curriculum is considered as the crucial factor in guiding the teachers and students achieve the planned learning objectives. Pittaway (2014) defined the curriculum as a document that includes details about goals, objectives, content, teaching techniques, outcomes, evaluation and assessment, and resources. Similarly, functions like Moodle (used by university), in which provides the Unit Guide containing the synopsis of the course, the course objectives, and marking criteria of the unit/subject. By inserting the digitised curriculum on the platform, students and teacher will be informed about the purposes of the certain subjects provided on Quipper school, hence it will contribute to an effective learning goal.

In-Built Messaging

The Message feature on Quipper allows teachers and students maintain a communication and connection, discussing any particular topics. The 'message' menu has two functions; firstly, it facilitates teacher-student, student-peer, and group communication, and, secondly, it allows teachers to distribute notes to all students. Instant Messaging App or Chat Room added on online learning platform is reasonably needed. It might not be quite effective if students and teachers only conduct the linear communication outside of online meeting to discuss the recent topic or assignment. Students and teachers can stay in contact with our in-built messaging service, which allows students to highlight specific questions or topics that they need assistance with (Rivai et. al., 2017).

The Manage

This allows teachers to select course participants, group the students, and invite other colleagues to teach collaboratively within the virtual classroom. The introduction of more flexible approaches to learning and greater use of online tools offer new opportunities for student collaboration and new challenges for teachers supporting group work (Palloff & Pratt, 1999; Suwanda et al., 2021). Support for learning "anytime, anywhere" has also altered on-campus attendance patterns at several universities, resulting in inconsistent, occasional, or no class attendance. These alterations necessitate that instructors give chances and support for collaboration between students studying in different locations and at different times (Bennet, 2004).

Study Note

This feature functions literally like note-taking activity. This feature can only be accessed by the students. In Study Note, it is possible for students to compose personal notes about a topic or assignment. It is essential to note that student users can only access learning resources that correspond with the classroom (course) previously offered by their teachers. Giving students such handouts in advance may allow them to review the material prior to lecture, thereby enhancing their ability to comprehend the material during instruction, which may aid students (especially those with learning disabilities or cognitive impairments) in better remembering and storing the material in long-term storage (Boyle & Rivera, 2012). It will be such a creative step taken by Quipper by adding the in-built note on the platform. This might be helpful for students to note the important instruction provided by teacher before, during and after the class meeting.

Gamified Features

This becomes one of the exciting features offered on Quipper. Gamified feature is practically used by students to give gift to other students in the form of coins which can be swapped with themes, so students can customize the learning environment they want. Students can also see how their classmates process in chronological view (Mulyono, 2016). This kind of activity is included as one of the gamification values in educational practice. The use of gamified feature on Quipper similarly employ the gamification concept, in which takes the mechanics of gaming, like points, levels, badges, or leader-boards, and applies them to the way a course or module is taught (Nah, et. al., 2014). Gamification refers to the application of a pedagogical system derived from game design and implemented in a non-game context (Higher Education Academy). By adding Gamified feature in Quipper might gain students' interest in maintaining the interaction with peer or teachers. If this continually occurs, Quipper will guarantee the strong engagement between students and students and another peer. Games are immensely motivating and engaging; typically use a variety of methods to urge people to interact with them, frequently for the sheer delight of playing and the prospect of winning. Not only do games enhance knowledge, but also crucial abilities such as problem-solving, collaboration, and communication (Dicheva et al., 2015).

Quipper Video

Quipper also adds another multimedia learning source, which is video. Through Quipper Video (<https://video.Quipper.com>), students can watch some tutorial, learning tips and tricks provided by teachers, tutors, or other students. Quipper Video is aimed only for Indonesian junior and senior high school students, especially in preparation for National Examination (UN) and SBMPTN (Standardised Test for Entering University). Students should register and pay to enjoy this feature. Video can be a beneficial source of learning. Video might attract students by providing an audio-visual media that is more attractive than printed material. According to Sherman (2003), video is today's media platform, and in fact, individuals spend more time with audio-visual content than with printed material. By watching video through Quipper Video, students with various learning types (Audio Learner, Visual Learner, or Kinaesthetic Learner) can contextually comprehend the educational values content.

Accordingly, the display interface of the Quipper offers the convenience for its user. The design and layout system provides the instant and easy access. The course development tools on Quipper are user-friendly, and the student and tutor assistance tools facilitate instructor and student participation in teaching and learning activities. For instance, teachers develop a course that their students can access (Mulyono, 2016). All the instant and easy access will affect the students' motivation in learning in new learning experience. The ease of technology use, as argued by Teo, Lee and Chai (2008), may promote users' positive attitudes towards the particular technology (such as Quipper), and may eventually be a contributing factor to using it. These features description will promise the interesting and fun learning activity. Thus, Quipper will interestingly enhance and engage the students and teachers to interact more.

Furthermore, Quipper as the product of Start-Up business will guarantee the customers' satisfaction through an affordable access and installation. It is fascinating that the use of these facilities in *Quipper* is completely free, although it requires registration. Therefore, Quipper can save much money allocated by the government for online learning practice in school. Unlike other similar web-based learning management platforms such as *Moodle*, *Blackboard*, *Claroline*, *ATutor*, *Omeka* and *Docebo* that need installation on an existing hosting site (or a web server), *Quipper* provides teachers and students with a ready-to-use web-based



learning application (Mulyono, 2016). So that, students can access the Quipper directly from the personal computer, laptops, tablet, or even through smart phones connected with the Internet provided by Wi-Fi and even with low signal level, like 3G.

The Significance of Quipper as the Instructional Design in Language Learning

As the online learning platform that mediates teachers and students in mediating the online school activity, Quipper functions as the Instructional Design covering certain learning purposes. Quipper provides several subjects to be taught online by teachers and for secondary/high school students, which are Mathematics, Science, Social Science, and English subject. In this part of writing focuses on discussing the Instructional Design Concept offered by Quipper in assisting and improving the language learning, especially in teaching English.

Particularly, Quipper includes English as one of the learning subjects. Quipper School covers materials which focus on skills namely, listening, speaking, reading and writing. The combination of teaching English and the use of technology can be very supportive for students to improve their language skills. The results of a study conducted by Banados (2006) revealed that students who participated in technologically rich classrooms demonstrated a remarkable improvement in speaking ability as well as in all other language skills (listening, reading, and writing) and language components, particularly pronunciation, vocabulary, and grammar. Moreover, the use of technology for the language learning purposes reflected in CALL (Computer-Assisted Language Learning) might also built a positive perception for students. Leakey and Ranchoux (2006) found that blended CALL made students respond more positively toward the learning process and they prefer this approach to the traditional class. Quipper potentially functions as the online learning platform that can assist and improve students' language learning. The followings are several researches that describe the functions of Quipper in language learning.

Accordingly, the focus relies on how an educational technology like Quipper can build the learners' motivation and encouragement in learning certain subject, especially language. The use of technology in education should be made to motivate learners to develop the learning outcomes toward educational technology (Paulsen, 2003). Accordingly, Lin's (2003) research revealed that the majority of Taiwanese EFL learners viewed the usage of multimedia tools in their language program favorably. They were encouraged to increase their language skills by navigating the Internet, to record and store their own writing, and to utilize multimedia reading materials. Further, As per Mulyono's (2016) study, students were encouraged to learn English through Quipper School, particularly for refining their listening skills, because time constraints prevented them from doing so in the classroom.

Practically, Mulyono (2016) also described that as a web-based learning platform, Quipper offers learners multimodal exposure (written, oral and visual) for foreign language input. For example, teachers can employ the multimedia tools available in 'lesson' and 'assessment' menus. Those menus can be used by teachers to develop learning materials that are enriched by visual and audio media, such as text with illustration, images, videos or other multimedia resources. Further, Chapelle (2003) added that the use of computer technology in the classroom should be beneficial for learners through enhanced linguistic input. Quipper employs the chat room or in-built messaging as one of the important tools to maintain the communication among users. Specifically, the chat room display using English sentences, maintained between teachers and students or between students and other students can potentially acquire the new vocabulary, punctuality and the grammar awareness (Mulyono, 2016).

Additionally, research conducted by Rivai, et. al. (2017), revealed that Quipper can be an effective online learning media that can improve students' English writing skills, especially in writing recount text.



Quipper had attracted students' attention to comprehend the recount text material. Students felt a new experience of writing directly on writing tool on Quipper. By utilizing Quipper, students had an easier time grasping the text, enjoyed the learning process, and were not bored while studying recount texts in the classroom. It can be inferred that students' comprehension of the text enhanced as a result of employing Quipper (Rivai, et. al., 2017).

Other reflected result of how gamified feature on Quipper can be beneficial in attracting students' attention in answering the questions in descriptive text. Idin and Romadhoni (2016) described when students answered the questions correctly after read the descriptive text, they got the coin. On the contrary, when they did it incorrectly, they got motivational words. It is not like learning but it is adventure or game.

Last but not least, another research conducted in Surat Thani Province, in Thailand also revealed the advantage of Quipper towards students' English listening skill. Practically, the learning material formed as the audio recording provided by the teachers on Quipper has motivated students to learn through the audio. The effectiveness of the Quipper School Program in SuratThani based on local content was 80.12/82.88. The English listening test results of children in SuratThani province who used the Quipper School Program based on local content were considerably higher than previously at a level of 0.05 (Bang, et. al., 2016).

To sum up, the implementation and application of Quipper as the online learning platform is gaining the popularity around teachers and students in secondary/high school level. Some interactive and advantageous features offered by the Quipper system have attracted teachers to use Quipper as the supplement teaching learning media. All the features also successfully motivated students to gain their enthusiasm of new learning experience offered by Quipper. The phenomena of Quipper happened in most south east Asian countries had found interesting by the researchers to conduct the role of Quipper application toward certain subjects, especially in language learning. Some researches revealed that features provided on Quipper are found very beneficial in motivating students in learning English and improving some skills (speaking, listening, and writing). Thus, it is presumed that the shortage of time for EFL learning in secondary schools could possibly be solved by adopting the advantages offered by integrating English learning with *Quipper* School as an extended learning platform (Agustina & Cahyono, 2017).

The Limitation of Quipper

Nevertheless, Quipper also has some limitations. First, *Quipper* is aimed for mostly teachers and students in high school level. The issue emerges when Quipper will limit the users (teachers and students) to access the application, because teachers and students need to be registered in a school selected by Quipper. In other words, not all teachers and students can freely access the Quipper to maintain the online classroom. Many schools in certain countries are not yet registered in Quipper.

Secondly, Quipper is expected can cover all the English skills learning using several features. The fact is, Quipper is not equipped with voice recognition technology, thus it could not facilitate the learning speaking. However, the interaction between teacher and students might not be occurred via Quipper online, but English-speaking performance could be maintained in face-to-face interaction, while Quipper is used as the additional learning media in teaching English. Mulyono (2016) concluded that based on the observation of the classroom interaction using Quipper School in teaching English was conducted during learning process in class. Based on the observation checklist, orally interaction occurred in teaching learning process which are in opening, student's asking, answering question, and closing interaction.

Thirdly, in accessing Quipper, especially for a teacher, he/she should deal with the administrative system, because *Quipper* does not offer an administrative function. Teachers, therefore, need to set up a new classroom (course), create learning modules, and select the participating students themselves. This

administrative workload may be challenging for some teachers to some extent, particularly for those who are not familiar with a web-based learning management system (Mulyono, 2016). In other words, accessing and implementing Quipper requires the technology literate. In broad sense, Quipper School cannot be massively implemented if the teachers who are supposed to be technologically literate seem to be against the integration of technology with learning (Agustina & Cahyono, 2017). Then, not all features on Quipper can be accessed freely. Quipper Video has become one of the most interesting features, in which students can watch the video discussing about learning tips and tutorial. Yet, to enjoy this feature, the users need to pay for several amount of money.

Furthermore, in addition to being an additional learning media in addition to face-to-face meetings, Quipper cannot be used as a reliable media to measure students' and achievement of students in certain subject as a whole. That is because, the "Score Analysis" on Quipper feature commonly provide the multiple-choice test form. This kind of test is known to be low in validity because it only requires students to memorize or guess the stems and since working the assignments through Quipper School is outside the school hours, the teachers cannot monitor how the students work on it (Agustina & Cahyono, 2017).

The Implication of Quipper as the Online Learning Platform in Indonesian Educational Context

Quipper is viewed as the breakthrough of the implementation of technology in Indonesian educational system. Quipper might influence Indonesian teachers and students to develop their awareness toward educational technology both theoretically and practically. The presence of Quipper in Indonesia since 2014 has been positively responded by many teachers and students in secondary/high school level. Since entering the Indonesian market in 2015, Quipper has helped the learning process of more than 2.5 million students - 50,000 of whom are Quipper Video users, trained 200,000 teachers, and reached out to 5,000 schools across the country (Campos, 2016). Teachers and students can experience a new learning environment. For years, Indonesia has been in a challenge in preparing the future generation and resolving the issues related to the quality of national education. Due to globalization and technological progress in the 21st century, preparing young generations for the future has never been more difficult. Despite this, Indonesia struggles with education gaps and teacher incompetence (Nuraini, 2020; Rahman & Yuzar, 2020). Utilizing technology is regarded to be the best solution for this problem (Education National Day, Momentum for Technology Education Equality event held in Jakarta, April 28th). This indicates that Quipper is getting its popularity in national educational system.

Nevertheless, there might be some implications caused by the Quipper as the online learning platform. If the use of Quipper cannot be controlled or disoriented, there might be some impacts occurred in several educational parties, such as teachers, students, stakeholder, and the other local business. Firstly, Quipper cannot be used as the main learning media for teachers and students at high school level. According to research conducted by Agustina and Cahyono (2017), Teachers decided to use Quipper as the supplement and complement learning media beside conventional classroom activity. Teachers used Quipper when they wanted to give the extra learning material or homework for students, if during the face-to-face meeting, the material could not fully be taught (Agustina & Cahyono, 2017). If the use of Quipper cannot be controlled or misunderstood, then the teacher will get used to using Quipper as the main source of learning media, then there will be some unfavourable impact for teachers and students. First, teachers might be "spoiled" and not creative, because they only rely on the forms of tasks and materials available in Quipper. Secondly, the Quipper will continue to be used by the teacher when the teacher cannot enter the classroom, this will be the reason for teachers not to go to class and to rely on Quipper to provide tasks and materials to students outside the school. This will have an impact on the professionalism of teachers in schools. For students, Quipper will

cause students not to be interested in using conventional learning media in schools, such as reading textbooks in lab activities at school, because they can access videos to read and obtain information in different ways.

Other negative impacts might be experienced by the government or stakeholders. If Quipper continues to be used with high intensity, then the alteration toward the national curriculum might be happened again. This will add the bad government's track record on the inconsistency in managing the curriculum. Accordingly, the government might also certainly allocate more funds to facilitate the use of Quipper or other forms of online learning media in every school across the country.

In 2016, 58% of its users passed the UN, and 50% of them pass the SBMPTN and gain admission to the best state universities in Indonesia. Quipper has received support from 45 provincial and district education departments in carrying out its goal (Yuningsih, Quipper's Public Relation Officer, 2017). This positive result was contributed by the Quipper Video. proves to be a learning resource for high school students who want to continue college in college. Quipper Video will lead to competition with the tutoring agency. Thus, students no longer need to take additional tutoring in any learning counselling institution

CONCLUSIONS

The implementation and application of Quipper as the online learning platform is gaining the popularity around teachers and students in secondary/high school level. Some interactive and advantageous features offered by the Quipper system have attracted teachers to use Quipper as the supplement teaching learning media. All the features also successfully motivated students to gain their enthusiasm of new learning experience offered by Quipper. The phenomena of Quipper happened in most south east Asian countries had found interesting by the researchers to conduct the role of Quipper application toward certain subjects, especially in language learning. Some researches revealed that features provided on Quipper are found very beneficial in motivating students in learning English and improving some skills (speaking, listening, and writing). Nevertheless, despite its positive impacts, the use Quipper implied some challenges for Indonesian education context. Quipper could not be fully used as the main platform for learning because there would be a great reliance from teachers to misuse the features that lead to the boring class activity and lack of teaching professionalism. Moreover, Quipper indirectly tended to require teachers' creativity and commitment to develop teaching materials and require loads of teaching administration.

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Classroom Evaluation: Learners' Perspectives on The Teaching Approach in A Second Language Writing Course

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ABSTRACT

Second language writing instructors remain to experience a great deal of difficulty to find the most effective approach for assisting students to the improvement of second language (L2) writing. Teachers might claim that they have provided their students with everything they require and that they have utilized the most effective method for the teaching tasks. By doing an explanatory mixed-method on students' personal learning experiences, the study suggests that the teachers in the L2 writing subject are to adopt the process-genre approach, by incorporating real-context materials. The teacher also could improve students' understanding of the varieties and functions of text by exposing them to authentic texts. In addition to that, using the process-genre approach, learners might have a more relevant and sensible writing instructions. Therefore, the implementation of a reflection study to evaluate an L2 writing course has yielded valuable information for language instructors, particularly writing instructors, informing them of the most appropriate method to use in the second language classroom.

INTRODUCTION

For decades, studies on second language writing (L2 writing) have been extensively addressed from a disciplinary to an interdisciplinary field of inquiry in second language studies and applied linguistics. The growing field of L2 writing still expands theoretically and pedagogically among L2 writing scholars. Researchers have already contributed their speculative thoughts into a range of research analyses ranging from practical, methodological, and theoretical points of view to using multimedia in teaching L2 writing and giving feedbacks (Ferris and Hedgcock, 2005; Godwin-Jones, 2018; Grabe and Kaplan, 2014; Huddleson, 1988; Hyland, 2003, 2019; Liu and Yu, 2022; Silva and Wang, 2020; Polio, 2017). Nevertheless, producing L2 composition is still regards as a task that requires highly complex thinking skills, especially when it comes to teaching write in second language for academic purposes. Investigations are still needed to improve how a L2 academic writing course can be delivered effectively.

Teachers of second language (L2) writing may find it most challenging to determine the optimal approach for guiding students toward improved L2 writing. In a study with an Indonesian context, Hapsari and Sukavatee (2018) demonstrated that writing is a complex language skill and process in which learner need critical thinking skills to brainstorm, produce and revise texts. They added that writing skill does not appear naturally, but it is the result of an elaborated process. Unsurprisingly, choosing the most effective method to teach L2 writing to students is one of the challenges teachers face. Teachers might believe that they have provided their students with everything they require and that they have utilized the most effective method for teaching tasks. Nonetheless, students' discontent with the teaching and learning process may persist (Rahman,

2020). An assessment of students' requirements and expectations regarding the strategy in an L2 writing class could strengthen the path to the L2 writing instruction's intended outcome. According to Brown (1995), language program assessment includes details for the progress of learning. This study, which is based on learners' reflection, aims to evaluate a second language academic writing course at an English language department at an Indonesian University. This course was particularly chosen because the author had an intimate knowledge of it as one of the students who attended the course. However, for the sake of objectivity, the author would place herself only as an observer. The evaluation focuses on the approach implemented by the teacher through the students attending the class. The problem occurred from the discontent that the course objective was not completely attained. According to the standard competency mentioned in the course outline (see appendix for comprehensive course outline), students were expected to be able to compose a well-written and comprehensible research paper. In this situation, the disparity between the objective and the outcome prompted the current study to investigate one of the language teaching components in the academic writing course, to analyse the decision made by the instructor, and to examine whether it is to support students' learning goal. This research also purposes to provide information, from the perspective of the learners, on how a second language writing course design could be improved.

LITERATURE REVIEW

To evaluate the L2 academic writing course, four main L2 writing techniques will be described: product approach, process approach, the process-genre approach, and the hybrid approach. According to Hyland (2019), focus on product approach or as he would mention as “focus on language structure approach” (p.3) considers good writing as the coherent arrangements of the word, phrases, clauses, and sentences that are grammatically correct. This approach emphasizes the comprehension of linguistic characteristics when composing. Thus, the writing of students is evaluated by analysing their usage of grammatical elements, and the text's quality is determined by grammatical accuracy. Hyland describes a four-step process for language structure-based writing teaching, which includes familiarization, restricted writing, guided writing, and free writing. At the familiarization stage, pupils typically learn particular linguistic elements and terminology through reading. Subsequently, during the controlled writing session, teachers develop a table to classify the linguistic components, such as tenses, pronouns, complete sentences, etc., that students can use as a grammar exercise. In the guided writing session, students begin to replicate the model writing provided by the teachers, and then they are instructed to create a free writing utilizing the pattern they have formed. These stages of writing instruction are consistent with Silva's (1990) description of the emphasis on product approach, which relates to the combination of behaviourist theory and structural linguistics.

However, critics of the focus on product approach argue that this method cannot be used with advanced L2 learners because formal patterns could only generate short texts. Andrews et al. (2006), for example, contends that the capacity to use grammatical aspects such as complicated sentences, pronouns, and tenses, etc., does not determine a learner's proficiency in writing effectively. Additionally, Truscott (1996; 1999; 2007), in his extensive works, has strongly asserted that teachers spend a significant amount of time providing feedback on grammar changes, when they and their students may be engaged in more constructive activities. This frustration has led to the development of an L2 writing approach that places greater emphasis on writing as a process.

Grabe and Kaplan (2014) stated that process approach emphasizes on the activity that encourages learners' creativity and “authorial voice”. Students learn writing by doing numerous drafting and reviewing

on the content rather than focus on linguistic knowledge. This approach also includes input from professors and peers, either through a conference or a one-on-one review. This is consistent with Flower (1994) and Silva and Matsuda (2012), who regard writing as a planning-writing-reviewing cycle. In the process approach, there is no specific teaching of writing since it is considered that writing is learned rather than taught. The instructors still provide grammatical feedback, but only on the final draft. Badger and White (2000), however, criticize the process method, arguing that because it does not provide learners with linguistic resources, it cannot modify the type and function of the text.

In order to meet the demand of learners to study writing based on text function, a genre-based method could be utilized in L2 writing instruction. This approach views writing as the construction of a work that is goal-oriented and uses pertinent language and structure as a means of communication with the readers. The perspective on genre approach has been significantly influenced by Halliday's (1994) theory of systemic functional linguistics. He contends that texts with the same objective will have essentially the similar structure, and thus are of the same genre. In a later work, Halliday and Matthiessen (2014) added that a certain capability in grammatical structure might contribute to understand and analysing some sort of texts. The major aspect of the genre approach is that teachers concentrate on discussing texts with similar structure and function. For instance, in academic writing, teachers can utilize actual texts such as abstracts, literature reviews, journal or research articles to explicate the texts' structure, function, and language use. Furthermore, according to John Swales, this strategy can assign the need for learners to produce texts with meaningful and contextual writing components without neglecting language use in the text (Flowerdew, 2015).

Nevertheless, Badger and White (2000) argued that a mix of the process approach and the genre approach can result in more effective writing instruction than a single technique. This is aligned with Racelis and Matsuda's (2013) findings regarding the advantages of this hybrid approach. They conclude that using authentic texts in conjunction with several revisions will improve the quality of writing. All in all, to merge one approach to another is suggested to create a more effective L2 writing instruction and to choose one approach after another requires an evaluation of the learners' needs. It is particularly of importance to recognize students' voices in designing the writing course. Therefore, the present study would like evaluating the strategy of an L2 writing course at an Indonesian institution and recommending a more suitable approach for the writing class.

METHODS

This research was conducted to evaluate an L2 writing course at an Indonesian University. Following Creswell and Plano Clark (2018), the current study was based on an explanatory-mixed method where it began by administering questionnaire to 30 students enrolled in the L2 writing course that was being assessed. The survey questions, adapted from Chou (1998), were designed to evaluate and provide a need analysis of an academic writing program. The instruments were previously intended to be used among graduate students. Since the participants in this research were undergraduate students, several questions were moderated for the purpose of comprehension. The participants who answered to the survey questions via the online Google form will be reviewed in detail in the evaluation section. After the result of the survey had been collected and analysed, 5 students were chosen to be interviewed in a focus group discussion, so that a more comprehensive information regarding the class activity could be obtained. The interview participants were selected by considering how definite their answers were on the questionnaire i.e. those who wrote very difficult or not difficult at all. Apparently, there were several students who gave the specified answers. In that case, 5 people who were willing to participate were randomly chosen for group discussion which last for approximately 1

hour and 50 minutes. The topic and questions revolving the interview discussion were based on the questionnaire and aims to apprehend the exact students' views and attitude towards the course.

RESULTS AND DISCUSSION

The Course Overviews

In this section, an overview of the L2 writing course and how the teacher taught L2 writing are presented. This study will evaluate a credit-based course for third-year students in the English language Education department of an Indonesian university. There are 32 meetings throughout the semester. The student must have completed three prerequisite writing courses prior to enrolling in this course (see appendix I for a detailed description of the syllabus). For this topic, students must have at least an upper-intermediate level of English proficiency. This is a rigorous course in academic writing that encourages students to plan, draft, revise, and develop ideas, among other abilities necessary for creating a readable research report. The objective of this course is to equip students with academic writing skills prior to completing their final project or thesis and to prepare them for future engagements inside or beyond the academic community.

Survey Result on The Academic L2 Writing Course

The two tables below illustrate the answers of 30 students responding to the questions regarding this academic writing class. The first one presents the survey result in the exact score of the Likert-scale, while the second provides the findings in percentage.

The table. 1 the result of the survey

Requirements	Very Difficult	Difficult	Somewhat Difficult	Not Difficult at all
Choosing an appropriate title	16	7	5	2
Effective introductory paragraph	16	6	5	3
Using topic sentences in paragraph	13	8	5	4
Logical conclusion	13	10	2	5
Appropriate use of academic vocabulary express ideas	17	5	4	4
Knowledge of avoiding plagiarism	9	9	5	7
Have a research design for thesis or final project	15	8	4	3

Tabel 2. Shown the result of the class survey in percentage

Requirements	Very Difficult	Difficult	Somewhat Difficult	Not Difficult at all
Choosing an appropriate title	55%	23%	16%	6%
Effective introductory paragraph	55%	20%	16%	9%
Using topic sentences in paragraph	45%	26%	16%	13%
Logical conclusion	45%	33%	6%	16%
Appropriate use of academic vocabulary express ideas	58%	16%	13%	13%
Knowledge of avoiding plagiarism	30%	30%	17%	23%
Have a research design for thesis or final project	51%	26%	13%	10%

The overall finding of this survey shows that more than a half number of the respondents still consider that the requirements for academic writing are not an easy task. Over three-fourth of the respondents are still not sure if they are capable in producing a good piece of academic writing during this course. This can be observed from each statement in the survey questions, for example 75% said they found it difficult and even very difficult to write an effective introductory paragraph. Moreover, 74% of the students admitted that they still found it complicated to assign suitable academic vocabulary when expressing ideas in a composition. The finding might suggest the ineffectiveness of the teaching approach of the academic writing class.

Students' Reflection on The Academic L2 Writing Course

Following Ha, O'Reilly, and Zhang, (2019), the study considers that evaluating a classroom through learners' perspectives has proven to be beneficial as it presents insights for effective strategies and implementation of the classroom approach. On that ground, this section provides students overviews and perceptions towards the course being evaluated. It is also the extension of the survey result, where selected students were asked to explain comprehensively regarding the class activities, teacher plans and decisions in the class. The name of the participants will remain anonymous and will be coded as participants (P1) to (P5).

(P1) the class usually starts with the teacher gives us materials.. ehmm..or we copy the materials and distribute it to all the student in the class. Sometimes the teacher bring and share the materials. But sometimes he just show us material from the screen, or the slides. And then he give us explanation about the topic that we discuss in that meeting. It's almost always like that. The teacher usually talk a lot in the class. About how to write this, this and that. And then after that, we are asked to write something according to..uhmm.. what the teacher has say, explain to us. The teacher divide us in group and we think or brainstorm about the topic together.

(P2) when the teacher ask us to write, well.. in some meetings, he asked us to think about one topic, or theme. It can be anything. Something we like.. or a topic that we are interesting to us. and then after that we write about that topic, that is our exercise in the class. We have to write something that like, we choose the topic for the writing. in the meeting before that, the teacher only tell us about the structure of the writing, like introduction, body paragraph, and conclusion paragraph. And then we have to write to follow the structure. And in the final exam, the teacher asked us to write about 2000 words for the topic. And then we send it to hm. And then we get the score.

Based on P1 and P2's explanation, the instructor utilized three primary activities in the academic writing lesson. First, the teacher distributed the day's information by either displaying it on Power Point slides or requesting that pupils copy the handouts. Then, he provided a concise explanation of the content to the class, which was followed by drills or exercises. In one meeting, the topic was the definition of paragraph, topic sentence, and paragraph arrangement, comprising the introduction, body, and conclusion. The instructor provided the students with topic-related information as well as an example text that included the paragraph elements being addressed in class. Students were then instructed to consider a topic sentence that would serve as the introduction of a writing activity. Students were occasionally separated into groups of four and invited to engage in group brainstorming on a specific topic.

In another discussion, subjects such as paraphrase and academic citation were discussed. The instructor began class by distributing the course materials. He addressed such topics as what is paraphrasing, how to paraphrase, and how to cite an academic journal. For practice, the teacher would provide us with a sample short text and ask us to paraphrase it. The activities primarily consisted of drills and writing assignments.

Students were required to compose a 2,000-word essay on the general topic as part of the final examination. Apparently, the teacher did not provide any comments. Consequently, students may never know how they were evaluated.

(P3) well, to be honest, I think it is still very hard for me to write something. Even though the lecture has explain the steps when we write. But when we do it, or when we try to write, I still get lost and still don't know where or how to start. It is very difficult. So sometimes, I still look first at other people writing (...smiling and giggling...). maybe because I don't know much vocabulary in English, or what words I have to use to describe something. And also, sometimes I am confused with the tenses, grammar, and so on. The teacher never discuss that part of the writing. maybe because it's writing subject not grammar subject.

(P4) Yes.. I also think like that, because when we write something, I need to understand the grammar. So the writing can look good and academic like that. We have grammar course, but we still cannot understand it when we use it in writing academic like this. Even though we practice sometimes in the class, but I think it is not enough. I hope the teacher can give us some comments about what vocabulary to use here, or what tenses suitable for our writing, and the grammar also.

The excerpts above present the participants' responses regarding the effectiveness of the academic writing course and factors that cause them difficult to compose an academic text. It is informed that students still find it complicated to produce a piece of writing due to the lack of comprehension on the linguistic structure as well as the use of appropriate academic vocabulary. Simply drilling and practicing apparently does not prove to be effective to improve their writing skills. The participants admits that without enough language input such as grammar skills and vocabulary, they might experience hardships on producing a piece of writing.

In contrast to Andrews et al. (2006), who asserted that knowing about linguistic structure such as tenses, complex sentences, and other grammatical features would not signify learners' competence in writing, the participants affirm the otherwise. For them, language input would not only help them form correct sentences, but also give them confidence when processing ideas and translate them into a text. The fact that the students in this course still require explicit knowledge of grammar and vocabulary signals that the teacher should implement a different approach which also address the structure of the composition.

In the following excerpt, the participant was questioned regarding the process of writing evaluation by their teacher. The information found was that the teacher had never responded to the writing submission or in any way provided feedback for the students. It is obvious that the students desire to discuss about their work and receive comments from their teacher, but it did not happen presumably due to large class and time limitation. However, feedback in teaching writing, especially when the teacher focus on the process, is crucial to learning. Providing feedbacks has been proven to effective in promoting students' involvement in collaborative manner (Zhang, 2022; Alshuraidah & Storch, 2019) in which how the students respond to teachers' or peers' comments and apply them in the writing. Furthermore, these exchanges between teachers and students in the process might increase the quality of writing production and language skill achievement (Brooks, et al., 2021).

(P5) well... we never speak about our writing with the lecturer. During the class or after we send the writing. there no feedback after we send the assignment, may be because there no time in the class, I don't know. But I think it is very important, the feedback from the lecturer. So we can know

our writing, what wrong, and something like that. So, yes, I think feedback is important for this class. I really want to know about the lecturer comment for my writing.

The Academic Writing Course Evaluation

On the evidence of the previously described L2 writing class activities and student answers, it can be inferred that the instructor of this Academic writing course uses a process approach. There are three factors that contribute to such conclusion. The instructor concentrates solely on the writing process and almost never offers grammatical criticism. In addition, he did not overtly teach the writing component, but students learn to write through repetition tasks. Moreover, it was understood that drafting, drilling, and reviewing were the core of L2 writing class activities. Students were encouraged to engage in individual or group brainstorming and to articulate their ideas in written form. The final evaluation was focused on the text's merit, not its grammatical correctness. However, there were still significant shortcomings in the teacher's execution of the process approach, such as the failure to provide feedback on the students' writing, neither for the exercises nor the final assignment. Whereas, feedback is an essential and beneficial procedure for students' rewriting and revising the written tasks.

From this point of view, the study would suggest the use of the process-genre approach to the L2 writing course and the reasons of why this should be the choice. First, in order to use a genre-based approach, the teacher may have given students relevant materials such as research articles, academic journals, literature reviews, etc. This would expose students to the genres of literature in which they will be immersed in the future. Additionally, authentic materials can be used for a variety of activities. For instance, students can analyze the text's organization to discover the introduction, body, and conclusion paragraphs. They also could analyze the language used by journal article authors when presenting an argumentative perspective. Given that the purpose of the course is to prepare students to become academic writers, the utilization of authentic sources is crucial. The instructor may have presented the students with a variety of research articles employing several citation styles, such as APA, Harvard, MLA, etc., when studying academic citation. Providing students with actual texts could significantly boost their understanding of the various text types, functions, and language usage.

Second, instructors may have broadened group activities for textual analysis. For instance, in the topic of "identifying the characteristic of logical division of thought essay," "identifying the characteristic of logical division of idea essay" (meeting 14 in the syllabus). The instructor may divide the students into groups of three or four. Then, they were instructed to discuss each point of the theme separately. Students can then conduct a mini presentation or conference in front of their peers and receive peer criticism on their classmates' analyses. This could assist students in generating more ideas for their process-based practice. Recent studies have proven that peer feedback can provide a meaningful learning experience for students. Engagement during feedback discussion among L2 learners has resulted into improvement in writing production (Huisman et al., 2019; Schillings, 2021) as well as academic performance (Double, 2020).

Regarding the final task, the instructors may have employed the process approach by allowing students time for consultation session on the essay topic. Further, students may also revise and rewrite their essays before submitting the final draft. The objective of the activity is for learners to practice various drafts under the direction of the instructor. The instructor might have offered students with feedback on their exercises and, more significantly, their final project. Students might self-evaluate their writing production with the assistance of teacher input.

All in all, this study suggests the teachers in the L2 writing subject that is being evaluated to adopt the process-genre approach. Racelis and Matsuda (2013) as well as Huang and Jun Zhang (2020) propose that this

approach will help students explore the genre in their disciplines. Teachers can provide authentic materials, such as journal articles, for students to analyze the structure, pattern, and arrangement of texts. By exposing students to actual resources, teachers can also heighten their knowledge of the sorts and functions of text variety. In addition, by combining a process-genre approach, pupils might have a more relevant and logical writing education. They do not exclusively view writing as cognitive learning. In addition to repetition and rewriting, the genre method provides more deliberate learning. This is consistent with Hyland's (2007) suggestion that course objectives are formed from students' requirements "by making plain what is to be learned, offering a coherent framework for studying both language and settings".

CONCLUSIONS

The present study has demonstrated a reflection-based evaluation of an L2 academic writing course. The evaluation suggests that the teacher's process-based approach to L2 academic writing did not appear to be suitable for the students. The adoption of the genre approach is critical to provide students with a more relevant and contextualized writing instruction. In order to modify learning activities and the course objective, students must be exposed to the variety of academic materials they may encounter in the future. Therefore, teachers must adapt their instructional strategies to the needs of their students. Generally, the implementation of a reflection study to evaluate an L2 writing course has supplied language instructors, particularly writing teachers, with important information regarding the most appropriate strategy to implement in the second language classroom. However, additional research with a more in-depth analysis of this topic would serve to bolster these conclusions.

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APPENDIX

Course Syllabus

Meeting	Basic Competencies	Indicators	Topics	Learning Activities
1	2	3	4	5
1	Defining academic writing	<ul style="list-style-type: none"> • Be able to describe the objectives of the course; • Be able to describe the materials of the course; • Be able to describe the methods of the course; • Be able to describe the evaluation methods and criteria of the course. 	Introduction to Academic Writing	<p>Introduction</p> <p>Distributing & presenting the syllabus;</p> <p>Describing the evaluation methods and criteria of the course</p> <p>Grouping students;</p> <p>Reminding students to copy the materials.</p> <p>Asking students to individually write a three-paragraph writing and compare it with a partner;</p>
2	Making good pre-writing	<ul style="list-style-type: none"> • Be able to choose a a topic • Be able to narrow the topic • Be able to cluster the topic • Be able to outline the topic • Be able to understand process writing 	Pre-writing Process writing	<p>Checking students' attendance</p> <p>Apperception and motivation</p> <p>Lesson presentation and analysis</p> <p>Question and answer</p> <p>Group Discussion</p> <p>Assignment</p>
3	Review & revision			<p>Students in groups display their group assignments</p> <p>Other students comment the work displayed</p> <p>Lecturer provide feedbacks</p> <p>Students revise their work based on the feedbacks</p>
4	Writing opening paragraph(s)	<ul style="list-style-type: none"> • Be able to write a good paragraph • Be able to define opening paragraph; • Be able to write general ideas in opening paragraph(s); • Be able to write a 	Opening paragraphs	<p>Checking students' attendance</p> <p>Apperception and motivation</p> <p>Lesson presentation and analysis</p> <p>Question and answer Discussion</p> <p>Assignment</p>

		good thesis statement.		
5	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their works based on the feedback
6	Writing body paragraphs	<ul style="list-style-type: none"> • Write correct topic sentences in each body paragraph; • Write supporting sentences; <p>Write conclusions for each paragraph</p>	Body paragraphs	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
7	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
8	Writing concluding paragraphs	<ul style="list-style-type: none"> • Identify the components of concluding paragraphs; <p>Write concluding relevant paragraphs;</p>	concluding paragraphs	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
9	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
10	Multiple drafting and revising	Be able to do multiple drafting and revising with minimum assistance for the lecturer	Drafting and revision	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
11	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
12	Organizing ideas and making paragraph coherent	<ul style="list-style-type: none"> • Identify the characteristics of coherent writing; <p>Write simple essays that characterize logical coherence .</p>	comparison and contrast writing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
13	Review & revision			Students in groups display their group assignments Other students comment the work displayed

				Lecturer provide feedbacks Students revise their work based on the feedbacks
14	Write logical division of idea writing	<ul style="list-style-type: none"> Identify the characteristics of logical division of idea essays; Write essays that characterize logical division of ideas. 	logical division of idea writing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
15	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
16	Incorporating sources in writing	<ul style="list-style-type: none"> Define what constitutes plagiarism in academic settings Identify relevant resources; Use a style of quoting; Quote them accordingly. 	Avoiding plagiarism	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
17	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
18	Paraphrase the quotations	<ul style="list-style-type: none"> Identify the resources to be quoted; Make quotations correctly. 	Paraphrasing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
19	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
20	Summarize the quotations	<ul style="list-style-type: none"> Identify the resources to be quoted; Make a summary correctly. 	Summarizing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment

21	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
22	Writing list of references using APA style or other styles consistently	<ul style="list-style-type: none"> Identify the types of references (e.g. books, journals, etc.) Write bibliographies based on the rules of the style used; Write bibliographies alphabetically. 	Referencing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
23	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
24	Use transition signals correctly	Identify transition signals in accordance with ideas in sentences Differing transition signals for additions, similarities, and differences	Transition signals	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
25	Write reflective writing	Reflect on the points (advantages and disadvantages) to be written on previous meetings Write the points by using compare and contrast ways	Reflection	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion -Assignment
27	Making a topic researchable	<ul style="list-style-type: none"> Posing research questions; Choosing researchable topics; Mapping out search strategies Evaluating sources to develop a propose 	Developing ideas for a research	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment

		research idea		
28	Write critical review	Identify books or articles to be review; Use hints of review Compare the values of the books or articles	Critical review	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion -Assignment
29	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
30	Use relevant punctuations	Identify	Writing Mechanics	<ul style="list-style-type: none"> - Check students' attendance - Apperception and motivation - Lesson presentation and analysis - Question and answer - Discussion <p style="text-align: right;">Assignment</p>
31	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
32	Submitting final individual & group assignments and portfolios			

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The Analysis of Errors on Translating Informative Texts by Google Translate

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ABSTRACT

This research aims to describe and classify the errors that was made by students in translating informative text in English into "Bahasa Indonesia" with Google translate (GT) application. This research applies errors analysis method with content analysis approach. The procedure to do the research are: data collection, identification of errors, classification of errors, and statement of errors frequency. The result shows that the errors mostly found in lexis level such as omission, adding, and untranslated both in content and function. While in the grammar level, there were some errors found like the word class changing, tenses, and agreement. In semantic level, there were errors on confusion of senses, wrong choice, and idioms. Lastly, in discourse level there were errors on style, variety, and should not be translated. To conclude, the lexical errors that found in the result of translating informative text by Google is for about 98 %. The other errors also found in grammar for about 0,007%, semantic for about 0.008% and discourse for about 0.005%. It means that Google translate made many errors in translating informative text, but it can be as an alternative choice to get the rapid translation result from English text into Bahasa Indonesia.

INTRODUCTION

The need of translation is for spreading knowledge, information, and concept to all over the world. It can help people to communicate effectively in different language and country because it is not only sharing information but also culture. This condition makes translation as the way to make communication run smoothly. Students can read many books or e-books and articles in any language, sharing ideas with friend from another country, or sending emails. Businessman can also do their job from home by using internet and gadgets. The rapid growth of online communication connects each other to apply translation in daily lives. Basically, translation could come to the usage of national language by using technology in our lives from computer programs to product labels (Imre, 2012).

The use of different language with their own rules leads to the problems on understanding meaning, grammar, and culture. For example: students need to get the meaning of an English word through bilingual dictionary. They also learn grammar by writing a sentence (Chandra & Yuyun, 2018). By reading articles, students can learn cultures in everyday living, doing business, or religion and cuisine of different country. This strategy helps the students to be more confidence when they are able to comprehend the meaning or a word or sentence in their own language (Abbasian & Biria, 2017). Translation is the way to facilitate the communication process by answering the problems on interpreting ideas from L1 (source language) to L2 (target language). The primary function of translation is to address appropriate meaning of a word or sentence linguistically, semantically, and pragmatically (Al-Musawi, 2014).

Since the important function of translation in communication, the quality of translated text in target language rely on the competences of translator in language, text, and culture. Translation competence is to

identify as expecting expertise in various fields includes linguistic competence, cultural competence, textual competence, domain/subject specific competence, research competence, and transfer competence (Schafner, 2005). Furthermore, the translation activity in 21st century is not only done by translation industry such as translation company, translation agency, or translation departments in company but also translating being done by people and machine translation (MT).

Machine translation (MT) is a process that is a computer automatically translates text from one source language to a different target language. Two considerations of using MT are for fast and accurate translations. Some examples are Google translate, Microsoft Translator, and Bing Translator. Google Translate is a translation service by Google that is directly translates words, phrases, web pages between English and over 100 other languages. As a statistical MT service since 2006, this machine is translating text in English first then continue to the target language with a few exceptions including Catalan-Spanish. In November 2016, this machine changes into neural machine translation that is translate whole sentences at a time. Since May 2022, this machine used in all 133 languages. Just as April 2016, the total user is over 500 million with more than 100 billion words translated daily.

The accuracy of the result form this MT can be vary. It will be beneficial for the person that need a fast translation process with the minimum result of accurate, acceptable, and readable because this MT does not have competencies of translator (Purwaningsih, 2016; Tsai, 2019). The result of translating discussion text, exposition text, and narrative text by using GT shows that the accurate happening is 49.1 % and 37.1 %. It means that in the inaccuracy indicators like omission, addition, different meaning and zero meaning can be found in most sentences (Nadhianti, 2016; Stapleton & Kin, 2019). When GT is used for translating 80 English sentences into *Bahasa Indonesia*, the accuracy by using a table adapted from Memsources criteria is only valid with words and phrases and the accurately translating 60.37% (Sutrisno, 2020).

Further, the use of GT for the students at Universitas Negeri Jakarta as an alternative tool for doing references book translation is favorable (Herlina et al., 2019). The result of translation using GT for procedural text is far from perfect (Halimah, 2018). There are 25 errors in Kompas.com news text on grammar and selection of inappropriate words text from *Bahasa Indonesia* into English (Rahmania & Triyono, 2019). Google translate failed to recognize idiomatic expressions, and illogical sentence at the target text caused by cultural difference (Amilia & Yuwono, 2020). Google translate has errors on morphology, and syntactical aspects on translating narrative text (Anggaira, 2017; Jannah et al., 2022). From the result show that the accuracy of GT for translating English Text into *Bahasa Indonesia* can be positive and negative sides.

As a tool for translating, GT has its limitation in translating text from English into *Bahasa Indonesia*. This limitation can be from linguistics like grammar and lexical, the number of words, kinds of language to be translated, and the accuracy. This limitation lead to the errors on linguistics and meaning. It makes the result can be good for European languages but not for Asian languages (Aiken & Balan, 2011). The classification of error for machine translation are orthography, lexis, grammar, semantic, and discourse (Costa et al., 2015).

Orthography level is related to punctuation, capitalization, and spelling. The improper use of punctuation means a punctuation error. Capitalization refers to the use of capital letters. For instance, the use of the first letter in the beginning of a sentence. A spelling error concerns the substitution, addition, or deletion of one or more letters to the orthography of a word. Lexis errors contain following types of error: omission, addition, and untranslated. Omission and addition errors analyzed regarding the type of words like: a. content words (lexical words) that is words that carry the meaning of a sentence such as noun (John, room), adjectives (pleasant, ancient), b. function words (grammatical words) that is words that serve to express grammatical relationship with other words in a sentence. For example: preposition (from, at), pronouns (she, I, anybody).



When the translation of a word existing in the source text is disappeared in the target text, it called omission. While addition errors show the opposite aspect which is the target text present the added words that was not stated in the source text. All examples provided below in English is abbreviated as EN, while *Bahasa Indonesia* is abbreviated as IDN.

1. Omission error (content words)

EN: **There are** many people....

IDN: **Ada** banyak orang....

2. Omission (function words)

EN: In many countries **the legal system**.....

IDN: Di banyak negara **sistem hukum**

In the first example two English words translated into one word in *Bahasa Indonesia*. In the second example the English words “the” is not translated into *Bahasa Indonesia*.

3. Addition error (content words)

EN: **In** 2013,....

IDN: **Pada tahun** 2013,....

4. Addition (function words)

EN: Parents **of** young children

IDN: Orang tua **dari** anak kecil

5. Untranslated

EN: non-organic

IDN: non-organik

In the third example the two English words translated into three words *Bahasa Indonesia*. In the fourth example there is addition of the word “dari” in *Bahasa Indonesia*. In the fifth example the English words translated into the same words and the only change the alphabet c into k.

Grammar errors appear in two types such as misselection and misordering. Misselection errors arise at word class level for example the source text is adjective then the target text change into noun, verbal level (tense and person), errors of agreement (gender, number, person), and in contraction between preposition and articles. It can be more than one of these problems called blend.

1. The example: Misselection : word class error

EN: both....

IDN: keduanya....

In the example show the change of word class from adjective into pronoun.

2. The example: Misselection : tense

EN: A farmer in Kenya participated.....

IDN: Seorang petani berpartisipasi.....

In the example show the tense from past tense into present tense.

Misordering errors are concerning with syntactical problems that the sentences may demonstrate. The good result of translation is not only related to form use in the right context but also to arrange them in the right order.

EN: the world's population

IDN: populasi dunia

In the example the change of form use in English into *Bahasa Indonesia*.

Semantic errors classify into confusion of senses, wrong choice, collocational errors, and idioms. Confusion of senses happen when a word in source text translated into something representing one of its possible meanings in target text, but it is not correct.

EN: judges and magistrates

IDN: hakim dan hakim

Wrong choice means that the source word translated into the wrong target word without any apparent relation.

EN: the most cycling event

IDN: acara bersepeda terbanyak

Collocational error means the wrong natural combination of words. Idioms is the opposite of collocation. The example of wrong collocational errors are seriously, badly, horribly. The examples of the wrong idioms are I am care less, by purpose, one in the same. Discourse level errors classified into style, variety, and should not be translated. Style errors is a bad stylistic choice of words when translating a sentence like a repetition of a word in a near context. Variety errors happen when the result of translation is not representing the target language. Should not be translated means the source text don't need any translation in a target text for example the title of book or film.

For example:

EN: malware

IDN: perangkat lunak perusak.

The errors type can be seen on the figure below:

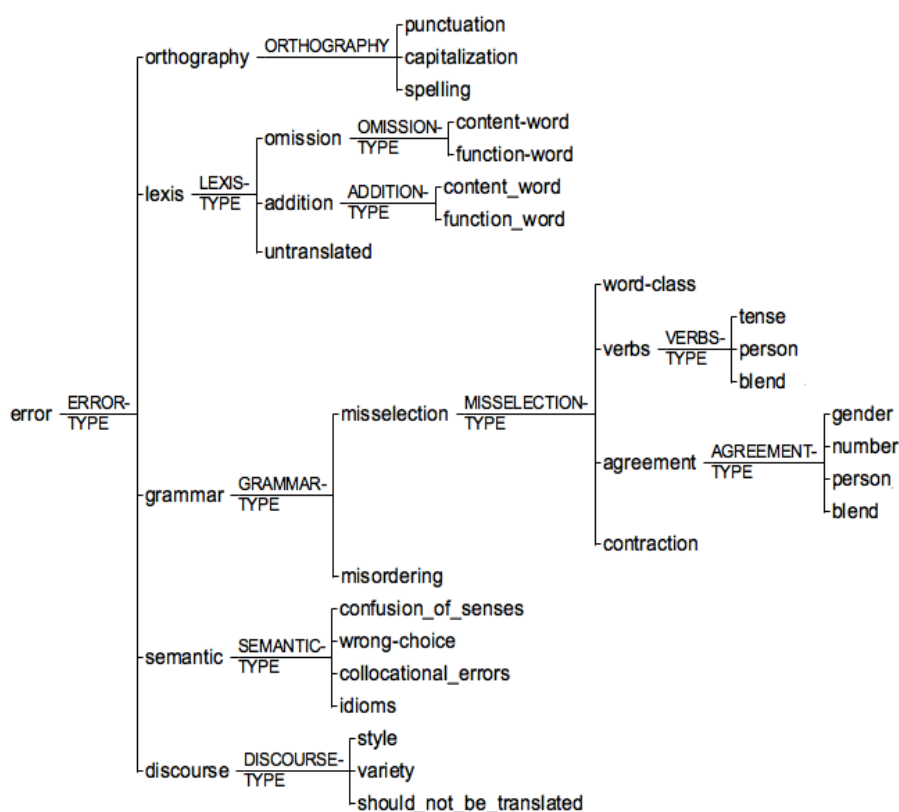


Figure 1. The Taxonomy of Errors (Costa et al., 2015)

METHODS

Error analysis research method refers to language studies concerning on the linguistic errors made by second language learners. This kind of research aimed to study about linguistic deviation makes by second language learners. Error analysis is usually planned to recognize the kinds of learners' errors in second language learners. The procedure of the error analysis includes the following four steps: First is data collection, usually from students' compositions. Second is identification of errors through the process of coding. Third is classification of errors into error types which might be grouped in accordance with the grammatical area (e.g. Errors in articles, errors in nouns, errors in verbs, etc.), the causing factors (L1 interference, overgeneralization, transfer of training, or communication strategy), or the characteristics of errors (global vs. local). Fourth is a statement of error frequency (Huang in Artowardoyo, 2018).

The method of this research is error analysis. This kind of research aimed to find the errors made by the second language learner. The procedure that the writer adapted from Huang in Artowardoyo (2018) are data collection, classification or errors types, and a statement of error frequency. First is data collection that is collected from the result of students' translation by using GT. The type of chosen text is informative text with selected topics: legal system, information technology, organic food, end of mining boom in Australia, the human heart, languages, Tour de France, and Jeans: the history of great cloth. Every text consists of 400 to 500 words. Second is identification of errors through the process of coding. In this step the writer identify errors in every text based on the lexis, grammatical, semantic, and discourse level. Third is classification of errors into error types which might be grouped in line with the lexis, grammatical (mis selection: word class, verbs, agreement, contraction), semantic (confusion of senses, wrong choices, collocational errors, idioms), discourse i.e. style, variety, and should not be translated (Costa et al., 2015). Fourth is a statement of error frequency applied to make a conclusion about the frequency of errors made by students with GT. The last is a statement of error frequency. It is done by calculating all the errors of every category.

RESULTS AND DISCUSSION

This research was done through error analysis procedure: data collecting, identification of errors through the process of coding, classification or errors, and a statement about the frequency of errors. Data collecting from the result of the final test semester of Translation subject. There are 62 students that was submitted the translation result as the subject of the research. The selected topic was informative text entitled legal system, protection vs evolving malware, organic food, end of mining boom in Australia, the human heart, languages, despite high-tech, Japan sticks to the fax machine, *Tour de France*, and jeans: the history of great cloth. The length of the text was 382- 448 words. The students had to choose one title from the selected texts. Then, they had to translate the text from English into Bahasa Indonesia. They can apply machine translation to get the result of translation. Most of them use GT to help them translating the text given. They can use any references and dictionary from internet as well. They were free to choose any dictionary and articles to support the result of translation accurate, readable, and understandable.

The second step is identification of error through the process of coding. There are four types of errors includes lexis, grammar semantic, and discourse. The identification done by analyze the result of translation for all selected topic. Below is the result of identification of errors that is taken from the target language. Errors in lexis consist of omission, addition, and untranslated. There were 576 errors appear in all selected text. The analysis was done by grouping the three types of errors in every text through a table. The errors were

symbolized with different color: yellow for omission, green for adding, blue for untranslated. The example result of analysis is as follows:

No	Source text	Target text
1.	Legal system In many countries the legal systems are very complex. This is because they have been developed over very long times. Every time that a new case is decided it can have an effect on future cases. This means that the people who work in legal situations have to be clever. They have to know and understand all the rules and precedents. A precedent is when a previous decision will have an effect on future cases as it was related to an important point.	Sistem hukum Di banyak negara, sistem hukumnya sangat kompleks. Hal ini karena mereka telah dikembangkan dalam waktu yang sangat lama. Setiap kali kasus baru diputuskan, hal itu dapat berdampak pada kasus-kasus di masa depan. Artinya orang yang bekerja di bidang hukum harus pandai. Mereka harus mengetahui dan memahami semua aturan dan preseden. Preseden adalah ketika keputusan sebelumnya akan berdampak pada kasus-kasus di masa depan karena itu terkait dengan poin penting.
3.	Protection vs Evolving Malware In 2013, the world's population of humans hit 7 billion. In the same year, the number of mobile phones in the world was 6.8 billion. This means that there were that many entry points to the internet. Accessibility to mobile phones has helped the farming and agricultural community all over the world.	Perlindungan vs. Malware yang Berkembang Pada tahun 2013, populasi manusia di dunia mencapai 7 miliar. Pada tahun yang sama, jumlah ponsel di dunia adalah 6,8 miliar. Artinya, ada banyak titik masuk ke internet. Aksesibilitas ke ponsel telah membantu komunitas pertanian dan pertanian di seluruh dunia.

Table 1. The example results of errors analysis in lexis level

From the table shows that the words the, of, are, that, a, an, are not translated. It is because in *Bahasa Indonesia* does not need article (a, an), or determiner (the) to form singular and plural nouns form in a sentence but in English both of those elements are requirement to say about nouns. Then, the words mobile phones, allover are translated into *ponsel*, and *di seluruh*. In this form, there is an omission from English words mobile phones, and all over the world into *ponsel* and *di seluruh dunia*. The total errors in the legal system text are omission 36, adding 0, untranslated 0. The total errors in the protection vs evolving malware text are omission (content 6, form 42), adding (content 3, form 0), untranslated 0. The total errors in the end of mining boom in western Australia text are omission (content 11, form 41), adding (content 2, form 0), untranslated 0. The total errors in the languages text are omission (content 7, form 31), adding (content 11, form 0), untranslated 0. The total errors in the organic foods text are omission (content 21, form 10), adding (content 12, form 5), untranslated 3. The total errors in despite high-tech Japan sticks to the fax machine text are omission (content 7, form 41), adding (content 1, form 0), untranslated 0. The total errors in the human heart text are omission (content 22, form 67), adding (content 2, form 0), untranslated 0. The total errors in the tour de France text are omission (content 27, form 62), adding (content 8, form 0), untranslated 0. The total errors in the jeans: the history of great clothes text is omission (content 30, form 38), adding (content 10, form 0), untranslated 0.

The two types of errors in grammar are misselection and mis ordering. Misselection consists of four sub types: word class, verbs, agreement, and contraction. While mis ordering means syntactical problems that may happen in sentence or made a sentence in the right order. There in not error in mis ordering because the result of GT in *Bahasa Indonesia* only changes some parts of a sentence such as adjective and noun. In English, adjective come first then noun but in Bahasa Indonesia noun come first then adjective. For example: in the legal system translated into *sistem hukum*, the organic food translated into *makanan organik*. The example result of errors in grammar shows in the table.

No	Title	Misselection				Misordering
		Wordclass	Tense	Agreement	contraction	
1.	Organic food	both = keduanya			-	-
2.	Protection vs evolving malware		A farmer participated = Seorang petani berpartisipasi		-	-
3.	Jeans			students = siswa schools = sekolah (number)	-	-
4.				artist= artis (person)	-	-

Table 2. The example result of grammar errors

In table shows that there are misselection of the meaning like the meaning both is *keduanya*. There is a change of meaning from adjectives into pronoun. In the second example shows the change of meaning from past tense into present tense. In agreement, there are two examples of number categorization from students into *siswa* and schools into *sekolah*. In English, there is a must to form plural version of noun by using suffix -s or -es but it doesn't need in *Bahasa Indonesia*. In gender categorization, there is an example of meaning from artist in English into artis in *Bahasa Indonesia*. It means that there is no specific person shown in the meaning in *Bahasa Indonesia*. It can be all performers in arts such as actor, painter, or singer. But in English there is different definition for artist that is a person who practices any of the various arts such as a sculptor, novelist, poet or filmmaker and actor means a person whose profession is acting on the stage, in movies, or television.

Errors in semantic comes in four types: confusion of senses, wrong choice, collocational error, and idioms. The example provides in the table.

No	Title	Confusion of senses	Wrong choice	Collocational error	Idioms
1.	Legal system	judges and magistrates= hakim dan hakim		-	-
2.	Tour de France		The most cycling event=acara bersepeda terbanyak	-	-

Table 3. The example errors on semantic

There is one example from the confusion of senses error in the legal system text that is judges and magistrates translated into *hakim* and *hakim*. The correct meaning should be *juri* dan *hakim*. It happened because in Indonesia there is not judges (*juri*) in a court to make a decision determined by a team of magistrates. Thus, the meaning of judges translated into *hakim*. There is one example of wrong choice error. The meaning of the most cycling translated into *acara bersepeda terbanyak*. The correct meaning should be *acara bersepeda terbesar*.

The errors in discourse consist of style, variety, and should not be translated. The example of style is in the legal system text. The words “a solicitor is a lawyer...” translated into “*seorang pengacara adalah pengacara*”. There is repetition meaning on the different words. Next example about variety error in protection vs evolving malware text. The word “...led to an increase of population” translated into “*menuju peningkatan populasi*”. There is no translation for article “an” in *Bahasa Indonesia* but there should be an article in English grammar. Then, the example of should not be translated error is the word “organic” translated into “*organik*”, the word “malware” translated into “malware” in Bahasa Indonesia. The examples provide in the table.

No	Title	Style	Variety	Should not be translated
1.	Legal system	A solicitor is a lawyer= seorang pengacara adalah pengacara		
2.	End of mining boom		...led to an increase in population = menuju peningkatan populasi	
3.	Organic food			organic=organik
4.	Protection vs evolving malware			Malware=malware

Table 4. The example result of discourse error

The third step was done through grouping the errors in every text into lexis, grammar, semantic, and discourse. There are 9 titles with 3656 words, and 229 sentences. The total errors for all categories is 588. There are 576 errors in lexis, 4 errors in grammar, 5 errors in semantic, and 3 errors in discourse.

No.	Errors level	Numbers	Percentage
1.	Lexis	576	97.9%
2.	Grammar	4	0.007%
3.	Semantic	5	0.008 %
4.	Discourse	3	0.005%

Table 5. The total frequency of errors in lexis, grammar, semantic, and discourse level

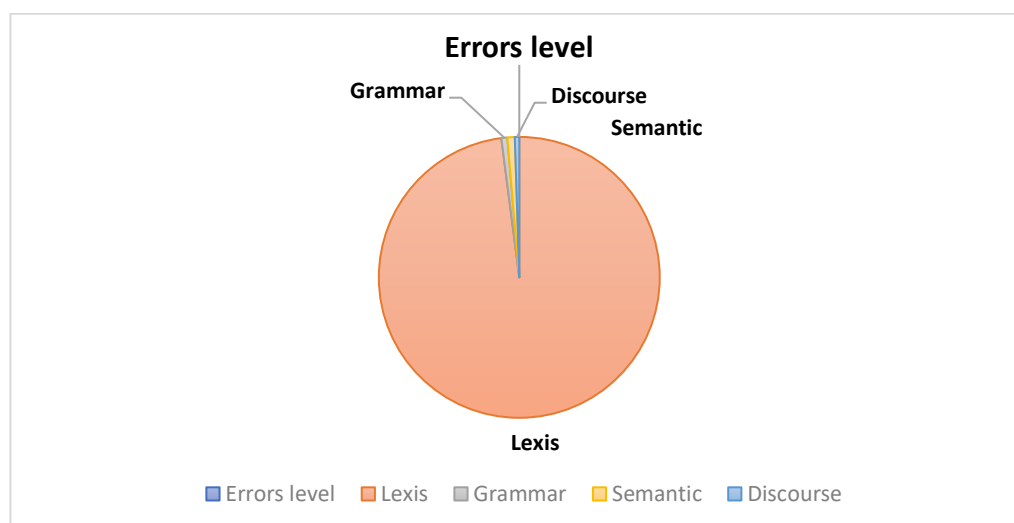


Figure 2. The frequency of errors for all level

The last step was a statement of errors frequency. In this part, there are 97.9 % errors in lexis level, 0.007 % errors in grammar level, 0.008 % errors in semantic level, and 0.005 % errors in discourse level. It means that the most errors are in the level of lexis or lexical element in a language. While the other level such as grammar, semantic, and discourse is only a few elements. The frequency or errors provide in the figure.

CONCLUSION

In the rapid changing of technology, the use of GT is crucial to get the quick meaning of text. The use of MT especially GT help the user to understand the meaning of source text easily. In line with the information on errors in translation result from GT it occurs that there is limitation of words for translating, many errors in lexis, grammar, semantic, and discourse. These aspects draw to the result that GT had disadvantages for translating. It also need adjustment to get readable result of translation. The user has to pay attention more on basic element of language, choice of words, and exact meaning of words. The percentage of errors show that mainly errors appear on lexis 98 %, grammar 0.007%, semantic 0.008%, and discourse 0.005%. Accordingly, the user has to find the exact meaning from English into Bahasa Indonesia. The basic element of language as the most errors demonstrate the usage of GT as an alternative way to translate a text quickly and understand a text universally.

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