



Journal of Teaching English as Foreign Language, Literature, and Linguistics

IMPROVING STUDENTS' WRITING SKILL THROUGH PROBLEM BASED LEARNING
BY USING PICTURE ON DESCRIPTIVE TEXT
(Annisa Prima Kartikaningtyas, Sayid Ma'rifatulloh)

USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE
EDUCATION SECTOR: OPPORTUNITIES AND CHALLENGES IN ENGLISH
LANGUAGE TEACHING (ELT)
(Tira Nur Fitria)

ANALYSIS OF STUDENTS' DIFFICULTY IN UNDERSTANDING ENGLISH PROVERBS
(Joko Prayudha S.)

THE SIMILARITY AND DIFFERENCES IN VOCABULARY BETWEEN INDONESIA
LANGUAGE AND PATTANI MALAY USED BY THAI STUDENTS STUDYING
IN INDONESIA
(Seetee A-E-Soh Sama-ae, Ria Kamilah Agustina)

A CRITICAL DISCOURSE ANALYSIS OF RHETORICAL DEVICES IN JOE BIDEN
INAUGURATION SPEECH 2021
(Ittihadul Umam, Elisa Nurul Laili)

THE EFFECTIVENESS OF USING ROLE PLAY STRATEGY TO TEACH SPEAKING
(Mesi Fauzya, Mukminatus Zukhriyah)

AN ANALYSIS OF STUDENTS' INHIBITION IN SPEAKING ENGLISH
PERFORMANCE
(Feri Ferdiyanto, Ainaiyah Shabrina Suciati)

THE EFFECTIVENESS OF USING MONOPOLY GAME TO TEACH VOCABULARY AT
SMP NAHDLATUTH THALABAH
(Vrischa Ayu Windyasih, Maskhurin Fajarina)

FIGURATIVE LANGUAGE SEMANTIC ANALYSIS IN ADHITIA SOFYAN'S ALBUM
"FORGET YOUR PLAN"
(Miya Mawarti, Elisa Nurul Laili)

TEFLICS

Journal of Teaching English as Foreign Language, Literature, and Linguistics

Volume 3, Nomor 1, Juni 2023

TEFLICS: Teaching English as Foreign Language, Literature, and Linguistics is a peer-reviewed journal, published twice a year (June and December) by Universitas Hasyim Asy'ari Tebuireng Jombang. TEFLICS Journal invites scholars, researchers, and students to contribute the result of their studies in English language education, literature and linguistics studies.

Chief Editor

Sayid Ma'rifatulloh (UNHAS Y Jombang)

Managing Editor

Sakhi Herwiana (UNHAS Y Jombang)

Editorial Boards

Elisa Nurul Laili (UNHAS Y Jombang), Udjang Pairin M. Basir (Universitas Negeri Surabaya), Resdianto Permata Raharjo (Universitas Negeri Surabaya) Maskhurin Fajarina (UNHAS Y Jombang), Mukminatuz Zuhriyah (UNHAS Y Jombang), Ria Kamilah Agustina (UNHAS Y Jombang)

Technical Support

Immas Anggung Mestuti Kaprawiran (UNHAS Y Jombang), Fani Indrawan (UNHAS Y Jombang), Pipit Ertika Daristin (UNHAS Y Jombang)

Reviewers

Bambang Yulianto (Universitas Negeri Surabaya), Ikmi Nur Oktavianti (UAD Yogyakarta), Mei Hardiah (Universitas Bengkulu), Muhammad Muhyidin (IAIN Kediri), Nine Febrie Novitasari (UNARS Situbondo), Riani (Balai Bahasa Provinsi Daerah Istimewa Yogyakarta), Rosi Anjarwati, (STKIP PGRI Jombang), Beny Hamdani (Universitas Islam Zainul Hasan Genggong), Firima Zona Tanjung (Universitas Borneo Tarakan)

Alamat Redaksi

Pendidikan Bahasa Inggris Universitas Hasyim Asy'ari (UNHAS Y)

Jl. Irian Jaya 55 Tebuireng Troma Pos IX Jombang

Telp. (0321) 861719 Fax. (0321) 874684

Website: <http://ejournal.unhasy.ac.id/index.php/TEFLIC>

e-mail: teflics.unhasy@gmail.com



SNAP TO READ

TABLE OF CONTENTS

COVER.....	i
CONTRIBUTION PAGE.....	ii
TABLE OF CONTENTS	iii
IMPROVING STUDENTS' WRITING SKILL THROUGH PROBLEM BASED LEARNING BY USING PICTURE ON DESCRIPTIVE TEXT.....	1
USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN THE EDUCATION SECTOR: OPPORTUNITIES AND CHALLENGES IN ENGLISH LANGUAGE TEACHING (ELT)	9
ANALYSIS OF STUDENTS' DIFFICULTY IN UNDERSTANDING ENGLISH PROVERBS	31
THE SIMILARITY AND DIFFERENCES IN VOCABULARY BETWEEN INDONESIA LANGUAGE AND PATTANI MALAY USED BY THAI STUDENTS STUDYING IN INDONESIA	40
A CRITICAL DISCOURSE ANALYSIS OF RHETORICAL DEVICES IN JOE BIDEN INAUGURATION SPEECH 2021	57
THE EFFECTIVENESS OF USING ROLE PLAY STRATEGY TO TEACH SPEAKING	74
AN ANALYSIS OF STUDENTS' INHIBITION IN SPEAKING ENGLISH PERFORMANCE.....	84
THE EFFECTIVENESS OF USING MONOPOLY GAME TO TEACH VOCABULARY AT SMP NAHDLATUTH THALABAH.....	95
FIGURATIVE LANGUAGE SEMANTIC ANALYSIS IN ADHITIA SOFYAN'S ALBUM "FORGET YOUR PLAN"	106
BACK COVER	118

IMPROVING STUDENTS' WRITING SKILL THROUGH PROBLEM BASED LEARNING BY USING PICTURE ON DESCRIPTIVE TEXT

¹Annisa Prima Kartikaningtyas

¹Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

¹*annisaprima86@gmail.com*

²Sayid Ma'rifatulloh

²Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

²*sayid.unhasy@gmail.com*

Abstract: This research aimed to improve the students' skill in writing. It used Classroom Action Research (CAR). The method used by the researcher was problem-based learning by using picture. The Research subject were students' of class VII A in SMPN 1 Sukorame consisting of 32 students. The Classroom Action Research was conducted 4 days on the date 12th, 15th, 16th and 17th August 2022. The researcher collected the data using test and observation sheet. After collecting the data, the researcher analyzed the data using the normality test and paired sample T-test. The results showed that there was a significant difference between the results of the pre-test and post-test. This can be seen from the average increase in pre-test and post-test scores, namely 56.28 for the pretest and 77.47 for the post-test. The use of problem-based learning by using picture in teaching writing can also improve the classroom situation in writing. In this case it can be seen the participation of students in the introductory part of the descriptive text, students listen and observe carefully and students do the exercises given with enthusiasm. Based on the paired samples test, it is known that sig. (2-tailed) 0.000, while alpha (α) 0.05 ($0.000 < 0.05$) means that H_0 is rejected and H_a is accepted. In other words, the application of problem-based learning by using picture on descriptive text of students' writing skills increased.

Keywords: *Writing, Classroom Action Research, Problem Based Learning.*

INTRODUCTION

Language is an important tool for communicating with other people. People can communicate with each other and express their ideas and emotions. According to Ritonga (as cited in Deviyanti, 2017), says that in the study of linguistics language is defined as a system of sound symbols produced by speech organs and used to communicate by humans. Meanwhile, Sudaryanto (as cited in Suhendra, 2019), said that language is not only a means of communication but is also capable of expressing ideas, feelings, and thoughts. In

Indonesia, English is used as a foreign language learning and has been taught from kindergarten, elementary school, junior high school, senior high school up to college. In every school in Indonesia, English as a foreign language is considered difficult by many students. It takes creative efforts from English teachers to make the teaching and learning process a fun learning.

In learning English, students must master 4 language skills. The language skills are listening, speaking, reading, and writing. One of the skills that must be mastered by the students is the skills of writing. In writing there are several types of writing, including writing descriptive text. According to Dalman (2014), reveals the writing is an activity in the form of delivering messages in writing using the language as a tool or medium. Furthermore, Rass (as cited in Yoandita, 2019), states that the descriptive text is the clear description of people, places, objects, or events using appropriate details.

Based on an interview with English teacher at SMPN 1 Sukorame, the problem that occurs is that students are less interested in learning English because English is not their own language, so it is difficult for students to place themselves in foreign language learning and students are already familiar with linguistic-based learning so it is difficult to adapt to text-based learning. In addition, students still lack confidence and responsibility, as a result students are still hesitant in expressing their opinions and lack of enthusiasm in learning. Another most difficult obstacle is competence related to writing skills. This is because students have difficulty in determining the right choice of vocabulary, writing text coherently, and writing cohesive paragraphs.

From this problems above that students still have difficulties in learning foreign languages, especially text-based learning, where students have difficulty choosing vocabulary, writing text coherently, and writing coherent paragraphs. In addition, students are also still less confident and hesitant in expressing their opinions. Therefore, researchers want to do research and to improve student's writing skills, the researcher intends to conduct classroom action research collaborative with the title "Improving Student's Writing Skill through Problem Based Learning by Using Picture on Descriptive Text".

LITERATURE REVIEW

As for the research that is relevant to this research, the first is conducted by Maulidya (2014), the results of data analysis in this study indicate that the problem-based

learning method can improve students' writing skills. In addition, students can be more imaginative and freer to express ideas in writing. This can encourage student learning motivation. The average value obtained by students before using the problem-based learning method was 64.25. And after the application of the problem-based learning method it became 77.55.

The second is conducted by Nur (2015), in this study has shown that in improving students' writing skills through problem based learning method is a very appropriate method. This can be seen from the increase in the value of preliminary learning and each cycle. In the pre-test, students who passed the standard score were at least 4%. In cycle 1 is 13% and 78% in cycle 2.

The third is conducted by Setiowati (2017), based on the result research shows that the writing skills of class XI students of SMK N 1 Klaten in the 2016/2017 academic year can be improved by using the problem-based learning method. Students can learn English more actively and do assignments well. The average score of students in pre-observation was 75.73, in cycle 1 was 79.76 and 88.11 in cycle 2.

The fourth is conducted by Marlina (2017), based on this study shows that there is an increase in students' writing skills through Problem-Based Learning. There was an increase in the average pretest score of 68.46, an increase in the posttest score of 78.65.

The fifth is conducted by Harahap (2019), the result of this study showed that applying problem-based learning to improve writing in narrative text can improve students' scores. In pre-cycle, the average test score was 43.4 and in cycle 1 it was 56.2. On the second cycle there was an increase in the score to 83.9. Based on the results of test scores in cycle 1 and cycle 2, the results of this study have an increase in students' abilities writing in narrative texts and increasing students' positive responses.

METHOD

Research Design

This research was conducted using a collaborative classroom action research design which means this research is in the form of research that takes action with collaboration between practitioner and researcher in understanding, agreeing on the problems that occur, and taking the same action (Arikunto, 2015).

Research Setting and Subject

This research was conducted in the first semester at SMP Negeri 1 Sukorame which is located at Jl. Raya Sukorame - Kabuh and the research subject of this study is a students' class VII-A consisting of 32 students, among them namely 9 boys and 23 girls.

Research Procedure

This research procedure refers to theory of Arikunto (2015) starts with a problem then proceeds with planning, acting, observing, and reflecting. From the completion of the reflecting, if there is still no improvement and the problem has not been resolved, it will continue in the next cycle.

Technique of Data Collection

Data collection is an important step in a study. The data method is closely related to the research problem that will solve the problem. In solving research problems, researchers use instrument test and observation checklist.

Criteria of Success

Classroom Action Research (CAR) can be said to be successful if it can exceed the predetermined criteria, and fails if it cannot exceed withheld criteria. In this research, research will be successful if there are 70% of the number of students who can achieve some increase in grades of pre-test to post-test or they can pass the target score of the minimum level of completeness criteria (KKM) and active students based on the results of the observation checklist.

Technique of Data Analysis

The data analysis technique used was carried out quantitatively and qualitatively. Quantitative techniques to analyze student test data use the T-test, while qualitative techniques use observation sheets to analyze observation data.

FINDINGS AND DISCUSSION

Findings

1. Pre-test Results Before Implementating Problem Based Learning by Using Picture on Descriptive Text.

Descriptive Statistics Pretest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	32	39	72	1801	56.28	9.491
Valid N (listwise)	32					

Based on descriptive statistic of the pre-test, it aims to determine students' writing ability before students were given treatment. From the table above $N = 32$, it means a total of the sample. The minimum score is 39 and the maximum score is 72, the sum is 1801, the mean score is 56, 28 and std. Deviation or the square root of the variance to measure the spread of a set observation is 9,491. From the explanation of the results of the pretest data above, it can be said that from a total of 32 students, 29 students are still below the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) seventy (70) and 3 student reaches the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) seventy (70).

2. Results of Classroom Action Research in Learning to Write Descriptive Texts through the Application of Problem Based Learning

a. The first meeting

Application of problem-based learning by using picture to write descriptive text. At this first meeting the teacher delivered learning material about descriptive text. After that the teacher divided the class into 8 groups, each consisting of 4 students. The teacher shows some pictures and gives examples of descriptive text to students. The teacher asks students to dig up information about the pictures that have been given. Then each group makes a descriptive text according to the theme that has been determined. The activity is continued by presenting the results of group work and the teacher provides an evaluation of the results of writing descriptive texts that have been carried out by each group.

b. The second meeting

At the beginning of learning the second meeting the teacher reviewed learning to write descriptive text at the previous meeting and motivated students to be enthusiastic and more focused on participating in learning. The teacher asks students to form groups of 2 people. The teacher explains the learning activities at the meeting of the final part of this cycle, namely the teacher shows several pictures to students and invites students to observe directly objects around the school based on the picture that have been shown by the teacher. Then the teacher asks students about the picture and students look for information obtained based on the picture that has been observed. Furthermore, the teacher gives assignments to students to make descriptive text through the pictures that have been observed. During the process of making

descriptive text activities, as usual the teacher monitors students and provides suggestions or input. After students finished writing descriptive texts, the activity continued with presenting the results of each group's writing. The activity of presenting the results of group work is carried out so that students are more confident and more active in expressing opinions with their group mates. Moreover, the teacher also does not forget to always provide an evaluation of the results of the group's work. Before the lesson was closed, the teacher gave positive feedback to students. The teacher then closed the lesson by praying together.

3. Post-test Results After Implementating Problem Based Learning by Using Picture on Descriptive Text.

Descriptive Statistics Posttest

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	32	70	90	2479	77.47	4.905
Valid N (listwise)	32					

The table above shows the post-test descriptive statistics. The post-test aims to determine students' writing abilities after students are given treatment on descriptive text. From the table above, N or total frequency is 32. Minimum score is 70, maximum score is 90, total is 2479, and std. deviation is 4,905. From the explanation of the results of the post-test data above, it can be said that the score of a total of 32 students has passed the Minimum Completeness Criteria (KKM) of seventy (70). After comparing the results of the pretest and posttest, it can be concluded that the scores of a total of 32 students have increased.

Discussion

In this study the researcher conducted research at SMPN 1 Sukorame, the research subjects used were class VII-A, totaling 32 people. The research was conducted based on interviews conducted by researcher with English teacher at the school. The researcher concludes that students at the school experience difficulties in writing lessons because they have difficulty finding ideas for writing, and often feel bored so they cannot fully concentrate on learning and lack of self-confidence in students so that learning activities do not go well. So the researcher tried to do research in class VII schools through the application of problem-based learning by using picture on descriptive text material.

The researcher conducted research for four days. The first step in this research procedure is pre-test, students are asked to write a descriptive text based on the generic structure of the descriptive text. In the second step is treatment where the teacher provides teaching through the application of problem-based learning by using picture on descriptive text. The final step of this research is that students are given a post-test by providing written questions in accordance with the writing steps that have been taught in the previous treatment.

Teaching through the application of problem-based learning by using picture on descriptive text can improve students' writing skills. During the activity students are more motivated to learn, self-confidence begins to grow in students which makes students more active in participating in learning. This shows that the application of problem-based learning using pictures in learning to improve students' writing descriptive text skills in class VII-A SMPN 1 Sukorame has proven to have increased.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study it can be concluded that there is an increase in learning outcomes. Researcher found some changes. Through observation during the implementation of the action can be known that student behavior has changed. Students become actively involved teaching and learning process. They are actively involved in class discussion and voluntarily answer questions raised by researchers. Although some of them still do not focus on the teaching and learning process. However, they all participated in learning activities related to picture and they actually did the exercises.

From the results of the pre-test and post-test it appears there is significant improvement in students' writing skills. On the pre-test, students the writing score is only 56,28. Then, on the students' post-test scores reached 77,47. This proves that applying problem-based learning by using picture on descriptive text in the teaching and learning process improves students' writing skills.

Suggestion

Based on the conclusions that have been explained above, some suggestions can be directed toward the English teacher, the students, and other researchers. Those suggestions are as follows:

1. For English teachers are advised to use this media to improve students' writing skills because picture are useful and interesting media that are liked and enjoyed by students.
2. For students must continue to learn and practice to achieve better improvements in their writing skills.
3. For other researchers this study can be used as reference reading for other researchers who conducted similar research related to improving students' writing skills.

REFERENCES

- Arikunto, S. (2015). *Penelitian Tindakan Kelas (Revisi)*. Bumi Aksara.
- Dalman. (2014). *Keterampilan Menulis*. Jakarta: Rajagrafindo Persada.
- Deviyanti, R. (2017). Bahasa Sebagai Cermin Kebudayaan. *Jurnal Tarbiyah*, 2.
- Harahap, S. U. L. (2019). *Improving The Students Writing Narrative Text Through problem Base Learning At Ten Grade SMK 2 Satrya Budi Perdagangan*. State Islamic University of North Sumatera.
- Marlina, I. (2017). *Improving Students Writing Skills of Narrative Text Through Problem Based Learning*. Institut Pendidikan Indonesia Garut.
- Maulidya, A. (2014). *Using Problem Based Learning to Improve Writing Skills of The Students of SMP Islam Sunan Gunung Jati*. Universitas Islam Negeri Satu Tulungagung.
- Nuur, S. (2015). *Using Problem Based Learning to Improve The Writing Ability of Tenth Grade Students in SMK 2 Muhammadiyah Kediri Academic Year 2014/2015*. Nusantara PGRI Kediri University.
- Setiowati, D. (2017). *Improving Students' Writing Mastery Through Problem Based Learning Method to The Eleventh Year Students of SMKN 1 Klaten in Academic Year 2016/2017*. Universitas Widya Dharma.
- Suhendra, I. R. (2019). Hubungan Bahasa, Sastra, dan Ideologi. *Cordova Jurnal*, 9(2).
- Yoandita, P. E. (2019). An Analysis of Students' Ability And Difficulties in Writing Descriptive Text. *Jurnal Joepallt*, 7.

**USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN
THE EDUCATION SECTOR: OPPORTUNITIES AND CHALLENGES IN
ENGLISH LANGUAGE TEACHING (ELT)**

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia

tiranurfitria@gmail.com

Abstract

This research explains the opportunities and challenges of using Information and Technology Communication (ICT) in the English Language Teaching (ELT) process. This research is library research. The analysis shows that educators (teachers/lecturers) have opportunities and challenges in adopting ICT in their classrooms. The development of ICT requires educators to adapt to the technology. The opportunities for using ICT in ELT are improving the quality of education, encouraging the development of new teaching methods, getting get unlimited ease of information easier, providing instant access to various learning resources, changing learning styles, making ELT activities more flexible, allowing teachers to use/create interesting learning media in teaching, having the potential to reduce the price of textbooks and education costs, increasing student learning interest and motivating students to learn. While, several challenges of using ICT in ELT are the emergence of various disturbances, growing lazy mindset, requiring expensive costs, limitations of social interaction between teacher and students, difficulty in understanding learning materials in digital form, having a dependence on technology, distracting students on ICT tools, and disconnect students from face-to-face relationships. Besides, other challenges are the teacher's self-confidence is lacking use of ICT, lack of teacher competence, teacher attitudes and inherent resistance against change, the teacher's level, and the institutional or school level, limitations in the field of access, limited time available to prepare ICT, limitations in self-potential development through training of using ICT. The infrastructure problem and limitations in technical support in terms of using ICT also influenced the challenges in ICT implementation.

Keywords: *education, English Language Teaching (ELT), Information and Communication Technology (ICT), technology*

Introduction

The term information technology became popular in the late '70s (Yustina & Putra, 2022). Information technology was once termed computer technology or electronic data processing. Information technology processes and distributes data utilizing hardware, software, computers, telecommunication, and digital electronics. Information and communication technology (ICT) aspects related to the use of telecommunication and

technology collect, store, manipulate, and provide quantitative information covering all machines (computers used to distribute and convey large amounts of information (Kurniawan et.al., 2023). ICT is an umbrella term that covers all the technologies used to manipulate information and communications (Liliweri, 2010). It is a set of hardware and tools and software used to store information (Abdurrohman et.al., 2023). It means that ICT is a form of communication with remote information utilizing digital or binary standards (Suryana, 2021). The purpose of ICT is to solve a problem, open up creativity, and increase effectiveness and efficiency in doing the job (Kessi, 2019). The role of information technology in human activities at this time is indeed so great (Syafiril & Zen, 2019). Technological advances have a fairly broad influence on every front of human life (Ajizah & Munawir, 2021).

ICT covers two aspects, namely information technology and communication technology (Rahim, 2011). ICT can be a driving force toward the progress of the nation, one of them being in the field of education (Miftah et.al., 2021). Technology, information, and communication play an important role in influencing education in Indonesia (Hasan et.al., 2023). Because it improves the efficacy and efficiency of the learning process, ICT is one of the learning media that is widely used in various domains of education. The presence of technology plays a crucial function in education (Yusuf & Widyaningsih, 2022). In the learning process, one of the applications of ICT in the sphere of education is the use of multimedia facilities and Internet media (Lukitoyo, 2021). The various roles of ICT in education cannot be avoided anymore (Adiputra, 2020). The role of ICT in education is expected to improve the quality of education (Rachmayanie et.al., 2020). The development of information and technology in the millennial era currently encouraging educators as educators to learn and master technology as a support in the learning process including in learning activities (Japar et.al., 2019).

In the field of education, teachers are required to master four competencies, namely pedagogical, social, professional, and individual competencies. In the pedagogic competence, it is explained that teachers must be able to use and utilize ICT in carrying out learning. In education itself, technology now has its role in the teaching and learning process. We can apply the increase in technology in this modern era of globalization to education as more and more sophisticated facilities expedite the learning process delivered. The importance of technology is to always follow its development. The results of

technology have long been used in education. The invention of paper, the printing press, the radio, film, TV, the computer, and others were utilized for education. In essence, these tools are not made specifically for educational purposes, but these tools can be used in the world of education.

The function of ICT in education has become indispensable. The integration of information technology into the realm of education alters the activities associated with the learning process. As a hub for further education, higher education must provide a learning process that incorporates information and communication technology. Through the digitalization program, the academic community in higher education has access to a greater variety of material sources, unrestricted by formal education barriers. Digitalization can increase learning's effectiveness and efficacy while expanding its accessibility. This digitalization is an innovation in the world of education that has proved its ability to enhance education quality (Sutabri, 2012). Many positive contributions to educational activities and processes. One of the implications of the implementation of e-education is the international network facility (internet). The Internet has become an important thing in doing research and learning for teachers and students to share and obtain information (Wibisono et.al., 2023).

In the current era of globalization, it is impossible to evade the accelerated development of information technology, and its impact on the world of education is inevitable. The world of education must always and continuously adapt technological advances to endeavors to enhance the quality of education, particularly adjustments to the use of information and communication technology for world of education, particularly in the learning process. In this regard, teachers must also be able to acclimate to changes in technology, information, and communication to keep up with the advancements in ICT courses. Existing information and communication technologies tend to be digital (Syafriafdi, 2020). So in this case, ICT provides unique educational concepts and due training opportunities can improve teaching and learning, innovation, and creativity.

Previous studies related to the use of ICT in classrooms including the implementation and students' perception of it. Tekege (2017) states that the teacher paradigm for using ICT in learning is currently restricted to computer media. Internet utilization is currently confined to researching content and networking, not as a new integrated learning system. Social media is not frequently employed as a new learning method to improve learning

efficiency. Technology in education is not new, but using it to form conducive and innovative learners can improve how teachers communicate and interact with students inside and outside the classroom. Utilization facilitated learning. Education must incorporate ICT. Information technology influences schooling. Higher education must use ICT to teach. Digitalization gives higher education academics more material sources without formal education restrictions. Digitalization improves learning efficiency and accessibility. Digitalization in education is a breakthrough that improves education quality. Istiqoma & Prihatmi (2020) state that based on the results of the questionnaire indicate that there are facilities for using ICT in the learning process in the classroom which is considered very important for students, when the relationship between lecturers and students is going well, the delivery of material can also be conveyed properly. It can provide maximum results and make it easier for students to absorb learning material in class because it is considered more interesting than conventional lecture methods.

Teachers can incorporate ICT into the classroom (Budiman, 2012). They consider this technology to help the teaching and learning process, both indoors and outdoors. Many types of ICT can be applied in the teaching and learning process, such as computers or notebooks, telephones or mobile phones, LCD or OHP, language laboratories, and others. By using ICT in the teaching and learning process, teachers find that there is an increase in the enthusiasm of students in their participation in the teaching and learning process.

The use of technology in education certainly provides many benefits that are not only felt by students but also by educators or teachers. Then, what are the actual opportunities and challenges of technology for education, especially education in Indonesia? This study will be explained further. Through this library research, the researcher intends to explain and describe the opportunities and challenges in the use of ICT in English Language Teaching (ELT) by using several references from related previous books and research. Therefore, the purpose of this research is to explain the various opportunities and challenges in the use of ICT in the field of education, especially in the teaching and learning process in schools.

Method

This research uses library research or methods of study of literature. Documentation is going to be used as the approach for gathering the data. The researchers gathered the

necessary information for the study by searching many databases, including Google Scholar and ResearchGate, and gathering a variety of written materials, such as books and academic articles. Researchers make use of some keywords, such as "Information and Communication Technology" (ICT), in their search for the targeted reference. Additionally, researchers hunt for data sources whose titles are pertinent to the topic of this research.

Findings and Discussion

English teachers have potential and have challenges in adopting the use of technology in the classroom (Sokoi, 2015). According to Jumiatin & Lestari (2021), with the demands of teachers in utilizing ICT as learning media, teachers need to master these abilities so that teachers can create a different learning atmosphere. In addition, through ICT teachers can innovate and be creative in carrying out learning, especially in introducing English properly and appropriately. According to Faridi (2009), ICT is a form of progress in science, technology, and art that must optimize its function, especially in the implementation of learning English. ICT provides opportunities to tread global communication so that in facing the era of global competition students need to get adequate supplies. Through ICT-based English learning innovations, it can provide the widest possible opportunities for students to hone and spur their competence on an international scale. (Istiqoma & Prihatmi, 2020) ability to speak English can not be separated from the mastery of four skills, namely: listening, speaking, writing, and reading. ICT can be used in facilitating and enhancing the capabilities of these four skills.

The use of ICT in learning English is closely related to the use of computers (Budiman, 2012). A computer becomes an integral element of the evolution of ICT use. The computer is not only an electronic instrument that makes it simple for teachers to create lesson plans using Microsoft Office (Word, Excel, and PowerPoint), but it is also a means of communication, as it is now possible to communicate with someone thousands of kilometers away. This can happen with e-mail facilities, video conferencing, e-learning, etc.

The accelerated growth of the Internet will be advantageous if teachers recognize the opportunities it presents for teaching English. Internet-based resources can be utilized by educators as instructional resources. For instance, students struggle with writing because it is difficult to express emotions and create them in writing. If the teacher is devoted to

running the program, the use of ICT in English learning can continue continuously. Teachers must always be self-motivated to advance ICT. The word consistent is the key to and location of ICT success, so it can be beneficial for learning English. Ongoing training to develop ICT in learning English will be very important and necessary, as technology continues to evolve.

Suhardiana (2019) states that the application of different media involving the use of new technology is increasingly receiving support from various parties and is often carried out, not only in private schools but also in public schools, where English classes are more commonly accompanied by digital resources. This is because the application of various media involving the use of new technology is increasingly gaining support from various parties. One of the main objectives of teaching English using multimedia technology is to increase students' motivation and interest in learning, which can be an effective method to engage them in language acquisition. This activity's context must be founded on the availability and transparency of instructional materials and data. During the process of optimizing English language instruction based on multimedia technology, it is anticipated that students will not rely too heavily on their native language and will instead be encouraged and guided to communicate with one another.

Regarding technological advancements, the researcher concurs and predicts that the use of multimedia-based technologies in English instruction will be expanded in the future. The English-learning process will become more student-centered but also more time-consuming. Therefore, it is encouraging that the teaching quality and skills of students will be enhanced, which will result in the further development of students' communicative competence. In conclusion, this procedure can be optimized to enhance the abilities and practical language skills of students. According to Suyanto & Jihad (2013), The usage of ICT in language education is described below. First, ICT is a learning object that is typically organized into a variety of specific subjects to acquire ICT literacy. What is learned is dependent on the type of education and the student's level. This curriculum prepares students to use ICT in their education, prospective careers, and social lives. Second, ICT as an instrument, such as when completing assignments, gathering data and documentation and conducting research. Typically, ICT is used for autonomous problem-solving. Thirdly, ICT serves as a medium for the teaching and learning process. The application of technology in the teaching-learning process can improve the process of

setting goals by providing tools/communication tools and organization that make things easy to explain and communicate to teachers, students, and parents of students. Teachers can use various information technology tools for goal setting, such as the acronyms KWHL (Know, What, How, and Learn).

The Role of Educators in Information and Communication Technology (ICT)

Four competencies must be mastered by teachers namely pedagogic, personality, social, and professional (Fitria, 2021). Professional competence can be understood as the ability of instructors to master and utilize a variety of sources and resources to support learning, such as the ability to master science and ICT following the times. Teachers play a crucial role in the implementation of the teaching and learning process; therefore, knowledge, skills, and mastery of ICT that support the learning process are essential for them to possess at this time. One of the abilities that teachers must have in the learning process is to be able to utilize information and communication technology to communicate and self-development (Suhardi, 2023). The teacher is one of the most important parts of the teaching and learning process in the classroom, so it takes a teacher who is inspiring, creative, innovative, and able to utilize information and communication technology in the learning process (Nasution, 2018).

Educators play an important role in integrating information and communication technology into the education system (Handayani, 2022). Thus, mastering the knowledge and skills of technology and pedagogical in ICT will allow English educators to incorporate resources from these technologies into their teaching practice (Warsah, 2021). English educators who feel competent with information and communication technology will use it more in their classes. The connection between the competence of ICT educators and the use of educational resources in the practice of their teaching is very important for the technology integration process of information and communication. An English educator must be able to utilize information technology to enhance the teaching and learning process at all educational levels (Nita et.al, 2023). This effort was made to prepare superior human resources with global competence and the ability to adapt to the current era. Despite the rapid development of ICT and the accessibility of learning sources, the role of the teacher as an educator cannot be replaced by these technological advances, even if they are adaptable.

English educators (teachers/lecturers) are expected to improve their quality particularly their knowledge of ICT so that they can apply a learning-based system technology to students (Pertiwi et.al., 2022). Information technology is a science that includes collecting, organizing, storing, publishing and use of that information can be in the form of sound, images, graphics, text, numbers, and with using computers and telecommunications. The utilization of ICT allows students to access information from outside the classroom, the learning process is not monotonous, and can learn anytime and anywhere. This can be a motivation for students. Methods based on ICT. applied in education. Associated with model learning in this 21st era, educational technology has the challenge of creating and developing a variety of effective learning designs, to achieve a deep learning process (deep learning) and build new partnerships.

Therefore, educator as an important part of the world education like it or not must be able to apply and use learning in the classroom by utilizing IT technology. With the application of IT advances, the class can be said to have become a digital class and the teacher can be a digital teacher (Amini, 2020). Language learning in digital classrooms is very helpful to students in interpreting learning material, learning will also be more fun, facilitate the teacher in delivering learning material and even evaluate learning outcomes for learners (Fitria, 2022).

The Opportunity for Information and Communication Technology (ICT) in English Language Teaching (ELT)

Updates in technology and learning through technology can help students and teachers succeed in learning. There are many opportunities to be gained when using technology in education. Apart from being practical in the learning process, there are opportunities for using ICT in English Language Teaching, as follows:

1. Encouraging the development of new teaching methods

Instead of teaching students for an hour or having them read entire chapters in silence, instructors and professors now have the option of employing advanced teaching methods. Podcasts, journals, and social media are examples. When engaging with specific groups or individuals, teachers can utilize web conferencing and other online communication tools. In addition, technology provides teachers with universal tools that enable them to educate a diverse pupil population, including those who are struggling or have special needs. This

includes speech recognition, text-to-speech converters, translators, volume controls, software for word prediction, and other assistive technologies. In numerous ways, technology enables children to embrace their natural curiosity. They can attempt new activities without fear of embarrassment because their access to technology grants them anonymity. This process enables students to work, if you will, through trial and error, to determine if various strategies improve their learning efficiency. Even though technology can facilitate learning, students frequently find passive learning monotonous. With the availability of technology, however, teachers/lecturers can make learning more enjoyable by exhibiting videos that capture the attention of students/students so that they pay greater attention to the teachings explained by the teacher.

2. Getting get unlimited ease of information easier and provides instant access to various English learning resources.

Technology is a medium for students to find resources references and explore the knowledge and information they need (Ajizah & Munawir, 2021). The world of education is very complete with the use of ICT to support all academics get information, and the most up-to-date literacy (Pertiwi et.al., 2022). Many online-based applications that offer a variety of information easily accessed by students, such as online newspapers, e-books, and scientific articles where all of that can help the participant's learning process educate. Technology makes it easy to acquire information, such as finishing assignments and debating student content on search engines, which can make challenging learning easier. Students and lecturers/teachers use search engines to better communicate current content.

Technology connects students with so many sources of information through Internet media. In the past, without modern technology, you would need to spend hours finding the topic you wanted to study. Plus, you spend most of your energy finding topics that make the learning process slower. With modern technology, especially digital technology, and the internet, you can find everything you need in seconds. Thus, we save more energy and time to do additional things. We can focus our time and energy on learning and understanding topics. Apart from that, we can also access various sources easily. We could even say, with technology, we never run out of information and resources. Most of these textbooks are now online. Organizational platforms enhance learning with e-books and other technology. With the existence of ICT especially the internet which is developing very rapidly, then anyone will be able to obtain information easily. Access to this

information can be done anytime and anywhere. This will assist individuals in increasing information and the knowledge they have (Syahidi & Asri, 2022). When students feel curious and want to dig deeper into learning material, they do not have to worry about having trouble finding material sources. This is because all kinds of knowledge and issues can be easily traced through search engines like Google. There have been many educational websites that have sprung up and provide many choices of material that are discussed in depth. Not only limited the website but there is also a choice of learning applications or online tutoring that can be used by students who feel that the learning material from the teacher is still lacking. This further proves that the opportunity to explore learning materials and gain new knowledge is increasingly unlimited thanks to technology such as the internet.

Teaching and learning activities in Indonesia have been supported more by books or other media, most of which are textual. However, with the presence of technology in the world of education in Indonesia, the learning media that can be used by students is becoming more diverse. For example, with the existence of learning media such as audio and video together with the presence of computer technology, smartphones, and tablets. Many developers or developers are also increasingly interested in developing learning technology through software and mobile applications. Like the online tutoring application which provides a new way of learning for students. This makes the world of education get better learning support and can even support remote teaching and learning activities.

Utilizing ICT-based learning media is difficult. To utilize the media to its fullest extent without deviating from its intended purpose, it is necessary to adhere to some techniques when utilizing it (Wartana & Ardita, 2021). As a result of the use of technology in education is access to more interesting learning materials. Many students may feel lazy to study because of the large amount of material that must be studied. In addition, learning material delivered in an unattractive manner also makes students' interest low. With the help of technology in the world of education, this problem can slowly be overcome. The more interesting learning materials, of course, will also increase the desire of students to explore a material. That way, slowly the problem of low interest in learning will be resolved little by little. With the existence of information and communication technology and the internet, educators and their students can access all information relating to learning materials (Wahyuni & Ridha, 2021). Educators can help students to provide resources and information related to the material being taught.

3. Changing learning styles and teaching activities are not monotonous

Educators and students can also benefit from using technology. For educators, the presence of educational technology helps teachers to prepare learning materials that are anti-mainstream or monotonous. This will also be useful for attracting students' interest in learning something material. For example, when learning materials are wrapped using videos or other interactive media, it will be easier for teachers to attract students' attention and make them more focused on learning. However, in this case, the creativity of educators is also needed to present learning materials that are more interesting and not monotonous for their students. Multimedia-based teaching systems (technology involving text, images, sound, and video) can make the presentation of a topic of discussion interesting, not monotonous, and easy to digest (Wahyudin & Fadhli, 2022).

4. Making teaching and learning activities more flexible

Advances in technology applied in the world of education can help the learning process become more flexible. One form of technological advancement is the Internet which can help learning activities become more flexible. Educators and students can carry out teaching and learning activities online or online, making them more flexible and not limited in time. Before the learning process of learning and teaching face-to-face, now there is no need to do that anymore. Students and teachers can carry out learning activities online. So, the learning and teaching process by using online students and teachers made it easy, and time efficient (Veronica, 2022). It is undeniable that technology-based learning is more sophisticated it also has weaknesses, one of them Internet Network. Teachers and students are required to follow technological developments, to learn and teach more optimally. The benefits of this technology have also helped educators and students a lot during the Covid-19 pandemic ago. As the impact of internet technology, as long as teaching and learning activities are restricted during the Covid-19 period, teaching and learning activities can continue. You can imagine that when technology was not as sophisticated as it is today, teaching and learning activities during Covid-19 would experience problems.

ICT competence plays a role in the interaction and communication process during the learning process at a higher level (Setianto, 2021). ICT competence plays a role in the interaction and communication process during the learning process at a higher level (Setianto, 2021). Even if they are in various locations and separated by great distances, instructors and students who utilize ICT engage in interactions while learning. Teachers

and learners can collaborate and communicate online utilizing digital technology and ICT abilities. During the Covid-19 pandemic, interaction, communication, and collaboration in learning can be conducted via email, messaging functions on various social networks, and video conferencing platforms, among others. During a pandemic, ICT skills support distance learning by facilitating access to information and information management Covid19 (Fitria, 2020).

The existence of application of e-learning learning systems in the teaching and learning process with the help of sophisticated technology (Hakim, 2021). This is an educational concept that utilizes information and communication technology in teaching and learning activities. E-learning is a process of learning to teach by utilizing technology and up-to-date information (platform) both face-to-face directly or remotely (online) to create effective learning (Syamsuri et.al., 2023). Learners can interact with educators or teachers or with participants and other students without having to attend class (Purwanto et.al., 2023). Material online learning makes it accessible to anyone material without being limited by distance and time.

5. Changing the teacher's learning style

Conventional learning methods require students or students to meet face-to-face with the teacher to obtain learning material. In the modern era, methods like this are becoming less relevant and ineffective. In modern education, it is necessary to have information technology interventions to support the implementation of learning activities both at the school and tertiary levels. In the era of globalization, education needs to adapt to changing mindsets and needs that are fast-paced, practical, and precise. The presence of information technology can serve these needs. With the support of IT, students can access information widely through the use of technology, especially the Internet. The interaction between students and teachers becomes more flexible and flexible. Information technology acts as a learning aid through various modern means of communication. For example computers, cell phones, electronic mail (e-mail), online learning software, and so on. This means that IT support provides an opportunity for teachers to continue providing learning without having to meet face-to-face with their students. Likewise, students can obtain materials, information, and references from a wider range. The presence of Internet technology also makes the implementation of the education system easier and more practical. This can be seen from the development of cyber teaching methods, aka virtual learning that utilizes the

internet. Broadly speaking, the role of information technology, especially for modern education includes facilities that help and complement the teaching and learning process in a practical and modern way. Information and communication technology acts as a vehicle for learning to convey educational material quickly, precisely, and efficiently. Tools that help retrieve, process, store, and present data quickly, precisely, and efficiently.

6. Allows teachers to use or create interesting media to teach students

Learning technology refers to an application or medium that has been designed in a contemporary manner and is used as a resource for theory and practice in learning. Currently, the most prevalent technology in education is information technology. The existence of information used for learning media can have a positive effect on students, namely making it easier for them to locate necessary information during the learning process. Each school can be equipped with computers and the internet as a form of media. With the integration of technology into education, instructors can now incorporate images, videos, and other visuals into their teachings. Certain websites, applications, and programs will also enable teachers to vary their instructional methods. This creates an engaging environment for learning and increases interest in education. Relations between information and communication technology cannot be separated, especially in the learning process. Learning is the process of processing information from designing, processing, receiving, translating, storing, and disseminating messages. The learning process will be effective if the application of information technology and Communication is developed according to the needs and abilities of learners. In this case, one of the supporting factors is the packaging of learning models that involve information technology and communication (Darmawan, 2017).

7. Having the potential to reduce the price of textbooks and education costs

With more readily available and abundant resources, textbook costs may decline. It is also conceivable that, if textbooks are converted to digital format, students will no longer need to purchase them. The physical books can be kept in the classroom, while the contents are stored on the computers of the students. If students learn online rather than in a classroom, tuition costs will also be reduced. By eradicating factors that contribute to higher education costs, such as electricity expenditures and teacher transportation allowances, the overall cost of education will be reduced.

8. Increasing student learning interest and motivating students to learn

Overall, the benefits of technology for education in Indonesia have a great impact on students' interest in learning. The existence of interactive learning methods, learning materials that can be accessed anytime and anywhere, as well as other benefits will more or less encourage students to be more active in learning. Students can learn through books, tutoring applications, websites that provide learning materials, or other media. So, the presence of technology that provides many conveniences can be a driving factor for no longer being lazy or reluctant in learning. So, those are some of the benefits that can be obtained by the world of education in Indonesia with the use of technology. The seven benefits above show that technology does have a sizable positive impact on Indonesian education. The presence of technology is expected to be able to improve the quality of Indonesian education to be better and more advanced.

The development of information technology and communication can provide a stimulus to students to be active in learning (Syaifulah et.al., 2021). Because of various benefits of the advancement of communication media for education. This development has altered the paradigm of society in searching and acquiring information, which is no longer limited to print and electronic media information; rather, these sources of information are now accessible via the internet network.

Challenges of Information and Communication Technology (ICT) in English Language Teaching (ELT)

A challenge is a 'business' that has a goal. These challenges cover various aspects of life, for example, in education especially ICT (Tijan & Sugimin, 2019). Development of information technology and rapid communication results in inequality if not balanced with the knowledge and understanding of each individual both teachers and students about the latest technology. In addition to knowledge of information and communication technology, understanding is also needed about it. The goal is that each individual, both teachers, and students, can take advantage of technological and information developments in an effective way wisely. If we do not apply knowledge of technological developments wisely it can affect its users.

Improving the quality of education in Indonesia is complicated by the fact that not everyone is proficient with technology. As both a means and a source of learning for

students, the application of technology can facilitate the educational process. For government-issued laws and regulations regarding the use of technology in learning, education must evolve with the times and technology (Ferdiansyah et.al., 2022).

Lapisa et.al. (2019) describes the implementation of ICTs in the learning process has not been optimal. This is due to instructors' lack of knowledge in the field of information and communication technology. Moreover, the absence of ICT infrastructure in schools retards the development of ICT-based learning models. To enable the creation of an ICT-based learning model, it is necessary to implement extensive enhancements. There are several challenges of ICT as follows: 1) The emergence of various disturbances. When we have access to many sources on the internet to find the information we want to study, we can sometimes find ourselves accessing other unnecessary sources as well. 2) Growing a lazy mindset. The ease of access to all kinds of information that technology has brought to the education system has the risk of creating a lazy mindset in students. We do not go out of their class and are busy with their gadgets. While the real subject of their research lies out there, in the real world. If a student continues to use this method, they will have the mindset that they don't need to experience it firsthand to find what they need. They just need to use the internet to find the information they need. Whereas the truth experienced directly will give us much more information than using text as your source. 3) Requires expensive costs. If educational institutions want to keep updating their technology systems with the latest and better systems, the costs they need to spend are not small. This can also affect the cost of education. We can easily find many schools or colleges with high fees or even additional fees, to provide them with the latest technology for learning. Costs are getting higher because of the rapid growth of technology. We can easily discover new technologies every year and even every month. To keep technology in education going with rapid growth, more costs are needed. 4) Limitations of social interaction. Technology can reduce social interaction between students and teachers. Physical and social interactions are very important in forming social skills and communication skills. 5) Difficulty in understanding. Students can experience difficulty in understanding learning materials in digital form. Some students may require direct teaching from the teacher in overcoming these difficulties. 6) Dependence on technology. Too much dependence on technology in learning can make students lose the ability to solve problems and overcome challenges without the help of technology. 7) Distracts students. Technology is addicting

like alcohol, narcotics, and other crimes. Students may utilize online features other than learning. To use technology for learning, these issues must be addressed with defined rules. 8) Can isolate students. Online and in-person interactions are different. When anonymous, people lose their filters on their speech and behavior. That's why classrooms need technology. It is not enough to teach students. Helps to cheat. Technology simplifies communication. Communication ease increases fraud risk. If the teacher doesn't control student computer use, one group email can share exam or test answers. Giving separate tasks solves this issue. Thinking instead of memorizing lowers cheating.

The application of ICT in the field of education in Indonesia is still in its early stages and still is not fully utilized. (Pruwodidodo et.al., 2023) states that barriers and problems in the application of ICT in education are partly due to the uneven distribution of infrastructure that supports the application of technology across schools in Indonesia and the unpreparedness of Human Resources (HR) in supporting the application of ICT in schools. Not evenly distributed supporting infrastructure application of ICT in education, is an initial problem that must be resolved immediately by the parties' Authorities. This statement is similar to Sawitri et.al. (2019) that Indonesia is still using ICT in education at a low level). Constraints to ICT use in education include: If there is no infrastructure to enable the use of ICT in education, it will just be a fantasy. The parties' authority must address this issue promptly. Infrastructure is crucial for initial capital and ICT in education. Currently, only select people have ICT access. When the location has superior human resources. Unprepared source human resources to use ICT in learning must also be addressed. Unprepared. Habitual unfinished learning recognizes ICT's role in improving learning quality. Even though the facilities and equipment enable ICT, they are pleased with teacher-provided material and don't wish to seek the Internet for further knowledge.

The schools or institutions involved in ICT-based education must increase the use of ICT for learning, requires a strong commitment of teachers, and strong schools, which can be seen from infrastructure support, learning support content, accelerated mastery support ICT among educators, and support administrative staff of the school (Khotimah et.al., 2019). Need supporting infrastructure such as ICT-based education center division, either at the provincial, district and also the level administrator at school, for Organize system implementation ICT-based education. The increasing need to share information and knowledge by utilizing ICT, as well as the development of the internet, eliminates regional

and time boundaries for communication and access to information (Ali, 2017). The conditions above require the enactment of policies in the ICT field.

Currently, setting up all education systems aimed at maximizing the capabilities of the millennial generation cannot be separated from the equipment latest technology (Akbar & Noviani, 2019). Therefore the solution in the field of education related to challenges in the era of the industrial revolution 4 will always be related to the resource readiness of human beings and infrastructure as users of ICT. Likewise in learning, involving, and effectively teaching millennial students To be effective, the school system must be equipped with the necessary human resource requirements and have the ability related to the use of technological equipment. That ability is referred to as the ability to use ICT to be able to accompany and teach students by utilizing ICT. Having ICT skills must also be accompanied by the understanding that ICT is to be utilized in obtaining learning outcomes positive.

Various opportunities are available for teachers to be able to utilize ICT in learning activities (Siahaan, 2015). The problem is how far each teacher responds to the opportunities that exist, whether to seize the opportunities that exist and then take advantage of them or let those opportunities be missed in vain. When the teacher does nothing and lets the opportunities pass, this indicates that there are obstacles/obstacles faced by the teacher. While, (Bingimlas, 2009) identifies that obstacles/barriers can occur at (1) the teacher's level, and (2) the institutional or school level where the teacher carries out his duties. It was further stated that the obstacles/obstacles that will be described below may occur, both at the teacher level and at the school level. The constraints/obstacles referred to above include (1) limitations in the field of access, (2) reluctance/refusal (resistance) to make changes in carrying out learning activities, (3) limited time available to make various preparations for the use of ICT for learning activities, (4) limitations in terms of self-potential development through training in the field of using ICT for learning, and (5) limitations in technical support in terms of using ICT.

Pruwodidodo et.al. (2023) state the barriers and problems in the application of ICT in education such as in language teaching are partly due to the uneven distribution of infrastructure that supports the application of technology across schools in Indonesia and the unpreparedness of Human Resources (HR) in supporting the application of ICT in schools. Not evenly distributed supporting infrastructure application of ICT in education,

is an initial problem that must be resolved immediately by the parties' Authorities. While Marwa & Andriani (2023) describe the obstacles and challenges from the use of ICT faced by teachers in this study were the problems of availability of facilities, time, leadership support, and lack of ability to use ICT tools. This problem occurs because of the lack of access to ICT in schools, lack of support from school leaders, inadequate teaching time when using ICT to achieve teaching and learning goals, and ICT devices in schools that are left for granted and rarely used by teachers. Constraints like this can be related to what has been found by previous researchers several factors can affect the integration of ICT in classroom learning. The results of the study show that the main obstacle in the process of using ICT depends on the perception of the teacher as the party who uses ICT to change teaching and learning situations for the better. Opportunities for teachers to utilize ICT in learning activities are increasingly wide open, both in terms of the availability and affordability of ICT equipment procurement and increasing the potential of teachers in the field of using ICT in learning activities. Then, the obstacles/obstacles which are also challenges for teachers in the use of ICT for learning can be concluded to be those that come from within (internal) and from outside the teacher (external).

Conclusion

Educators have opportunities and challenges in adopting the use of ICT in the classroom. The analysis shows that the development of ICT requires educators both teachers and lecturers to adapt to the technology. Opportunities for teachers to use ICT in learning activities are expanding, both in terms of the accessibility and affordability of ICT apparatus acquisition and the expansion of teachers' potential in the field of ICT use in learning activities. The constraints/obstacles that also pose challenges for instructors in their use of ICT for learning can be categorized as internal and external. Improving the quality of education in Indonesia is complicated by the fact that not everyone is proficient with technology. As both a means and a source of learning for students, the application of technology can facilitate the educational process. For government-issued laws and regulations governing the use of technology in education, education must evolve with the times and technology.

References

- Abdurrohman, Ramadhani, A., Ramadhani, D. A., Hardiyanto, D., Zhafira, G., Ambarwati, L. R., N, M., Amrudhia, N. F., Fitrianti, N. A., Lorentz, P. M., Cynthiani, Q., Abdurrozaq, R. M., R.A.P, R., Fahlepi, R. A., Prabowo, R., Rahayu, T. E., & Sari, W. M. (2023). *Digital PR dalam Era Disrupsi 5.0: Digital PR dalam Era Disrupsi 5.0 ; Kajian Akademis*. Nas Media Pustaka.
- Adiputra, N. P. (2020). *Dasar-Dasar Teknik Informatika*. Deepublish.
- Ajizah, I., & Munawir, M. (2021). Urgensi Teknologi Pendidikan: Analisis Kelebihan dan Kekurangan Teknologi Pendidikan di Era Revolusi Industri 4.0. *ISTIGHNA: Jurnal Pendidikan Dan Pemikiran Islam*, 4(1), 25–36. <https://doi.org/10.33853/istighna.v4i1.93>
- Akbar, A., & Noviani, N. (2019). Tantangan dan Solusi dalam Perkembangan Teknologi Pendidikan di Indonesia. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/2927>
- Ali, M. (2017). *Kebijakan Pendidikan Menengah dalam Perspektif Governance di Indonesia*. Universitas Brawijaya Press.
- Amini, R. (2020). *Schoolology IPA*. Deepublish.
- Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *EURASIA Journal of Mathematics, Science and Technology Education*, 5(3). <https://doi.org/10.12973/ejmste/75275>
- Budiman, M. A. (2012). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Kelas Bahasa Inggris. *Semantik*, 2(1). <http://publikasi.dinus.ac.id/index.php/semantik/article/view/228>
- Darmawan, D. (2017). *Komunikasi Pembelajaran: Berbasis Brain Information Communication and Technology*. UP Press.
- Faridi, A. (2009). Inovasi Pembelajaran Bahasa Inggris Berbasis ICT dalam Rangka Meningkatkan Mutu Pendidikan. *Lembaran Ilmu Kependidikan*, 38(1). <https://doi.org/10.15294/lik.v38i1.497>
- Ferdiansyah, H., Zulkifli, N., Syamsunir, Kamal, & Anwar, M. A. (2022). *Pembelajaran Simulasi dan Komunikasi Digital (Sebuah Pengembangan Media pada Sekolah Kejuruan)*. Penerbit Adab.
- Fitria, T. N. (2020). Teaching English through Online Learning System during Covid-19 Pandemic. *Pedagogy: Journal of English Language Teaching*, 8(2), 138–148. <https://doi.org/10.32332/pedagogy.v8i2.2266>
- Fitria, T. N. (2021). Lecturer's Pedagogic Competence: Teaching English in Online Learning During Pandemic Covid-19. *Journal of English Education*, 6(2), 100–108. <https://doi.org/10.31327/jee.v6i2.1569>
- Fitria, T. N. (2022). Using Authentic Material and Created Material (Teacher-Made) for English Language Teaching (ELT): Benefits and Limitations. *JADEs Journal of*

- Academia in English Education*, 3(2), Article 2.
<https://doi.org/10.32505/jades.v3i2.4674>
- Hakim, R. T. Y. A. (2021). *Pembelajaran Online di Tengah Pandemi Covid-19, Tantangan yang Mendewasakan (Antologi Esai Mahasiswa Pendidikan Bahasa Inggris)*. UAD Press.
- Handayani, N. N. L. (2022). *Buku Ajar Ilmu Pendidikan dan Inovasi Pembelajaran*. CV Pena Persada.
- Hasan, M., Harahap, T. K., Sayekti, S. P., Hadi, I., Susilawati, R. D., Alwi, S. H. C., Thayf, M. S. S., Lawi, P. S., Susilowati, G. D. R., Susilo, M. J., Nurhasanah, E., Basyari, A. M., Ubaidah, N., Hakim, Y. N. P. R., & Santyasa, I. W. (2023). *Transformasi Digital di Bidang Pendidikan*. Media Sains Indonesia.
- Istiqoma, M., & Prihatmi, T. N. (2020). Penerapan Teknologi Informasi dan Komunikasi (ICT) Untuk Pembelajaran Bahasa Inggris di Prodi Arsitektur. *Pawon: Jurnal Arsitektur*, 4(01), 101–116. <https://doi.org/10.36040/pawon.v4i01.2350>
- Japar, M., Fadhillah, D. N., & H.P, G. L. (2019). *Media dan Teknologi Pembelajaran PPKN*. Jakad Media Publishing.
- Jumiatin, D., & Lestari, R. H. (2021). Native Speaker: Media Pembelajaran Berbasis Teknologi Informasi dan Komunikasi dalam Memperkenalkan Bahasa Inggris Untuk Anak Usia Dini. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 7(1), 1–6. <https://doi.org/10.22460/ts.v7i1p%p.2142>
- Kessi, A. M. P. (2019). *Motivasi, Kompetensi, dan Penguasaan Teknologi Informasi Pada Kepuasan Kerja dan Kinerja Dosen*. Jakad Media Publishing.
- Khotimah, H., Astuti, E. Y., & Apriani, D. (2019). Pendidikan Berbasis Teknologi (Permasalahan Dan Tantangan). *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3050>
- Kurniawan, A., Herman, Siduppa, B. R. M., Silalahi, D. E., Fitriyah, L. A., Wahidin, A. J., Siahaan, F. E., Zulkarnaini, & Yunus, A. I. (2023). *Aplikasi Pembelajaran Digital*. Global Eksekutif Teknologi.
- Lapisa, R., Basri, I. Y., Milana, M., & Arif, A. (2019). Review Implementasi Teknologi Informasi dan Komunikasi dalam Kegiatan Pembelajaran: Studi Kasus SMK di Kota Padang Panjang. *Jurnal Pendidikan Teknologi Kejuruan*, 2(4), 103–109. <https://doi.org/10.24036/jptk.v2i4.6023>
- Liliweri, A. (2010). *Komunikasi Serba Ada Serba Makna*. Kencana.
- Lukitoyo, P. S. (2021). *Eksistensi Guru*. Gerhana Publishing.
- Marwa, M., & Andriani, R. (2023). Persepsi Guru Bahasa Inggris Terhadap Pemanfaatan dan Tantangan Penggunaan TIK di SMA Sederajat di Pekanbaru. *SeNaSPU: Seminar Nasional Sekolah Pascasarjana*, 1(1), 53–65. <https://journal.unilak.ac.id/index.php/Senaspu/article/view/12890>
- Miftah, M., Muzaki, M., Mukhyatun, Muttaqin, Firdiasih, T. A., Tamrin, M., Kuntoro, & Ma'muron. (2021). *Sistem Informasi Manajemen Pendidikan Buku I*. Zahira Media Publisher.

- Nasution, N. (2018). *Tantangan Pendidikan Menyambut 1 Abad (2045) Indonesia Merdeka*. Samudra Biru.
- Nita, Pratama, K. S., Veronika, J., Satri, O. Y., Wahyuni, S., Ardila, B., Oktriani, R., Pratama, A. S., Perdana, G., Saputra, W. A., Diwi, M. A., Lestari, R. P., Nadila, M., Thahara, A., Hardian, W. P., Silvana, R. D., Pangestu, R., Nasution, E. A. J., Ellita, & Saputra, B. (2023). *Pentingnya Ilmu Komunikasi Pada Era 4.0: Bunga Rampai*. Penerbit Berseri.
- Pertiwi, D. H., Zakaria, Nurhabibah, Jiwa, R. A. P., Ajismanto, F., Susanti, R., Sukmawati, F., Andrian, R., Wardani, K. D. K. A., Handayani, F. S., Amalia, R., & Ardiansyah, M. R. (2022a). *Literasi TIK dan Media Pembelajaran*. Pradina Pustaka.
- Pertiwi, D. H., Zakaria, Nurhabibah, Jiwa, R. A. P., Ajismanto, F., Susanti, R., Sukmawati, F., Andrian, R., Wardani, K. D. K. A., Handayani, F. S., Amalia, R., & Ardiansyah, M. R. (2022b). *Literasi TIK dan Media Pembelajaran*. Pradina Pustaka.
- Pruwodidodo, A., Yasin, M., & Aziz, A. (2023). *Teknologi Pembelajaran dan Persoalan-Persoalan Pembelajaran di Indonesia di Era Pandemi Covid-19*. Garudhawaca.
- Purwanto, Mayasari, & Said, A. A. (2023). *Pentingnya Kompetensi Pada Dunia Pendidikan Berbasis Information & Communication Technology (ICT)*. Uwais Inspirasi Indonesia.
- Rachmayanie, R., Setiawan, M. A., & Rachman, F. (2020). *Pengantar Pelaksanaan Praktik Pengajaran di Sekolah Bimbingan dan Konseling di Masa Pandemi Coronavirus Disease 2019 (Covid-19)*. Deepublish.
- Rahim, M. Y. (2011). Pemanfaatan ICT Sebagai Media Pembelajaran dan Informasi Pada UIN Alauddin Makassar. *Sulesana: Jurnal Wawasan Keislaman*, 6(2), 127–135. <https://doi.org/10.24252/.v6i2.1408>
- Sawitri, E., Astiti, M. S., & Fitriani, Y. (2019). Hambatan dan Tantangan Pembelajaran Berbasis Teknologi Informasi dan Komunikasi. *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3026>
- Setianto, B. D. (2021). *Masa Depan Pendidikan: “Suara Mahasiswa dari NUNI untuk Keberagaman dan Kesatuan Indonesia.”* SCU Knowledge Media.
- Siahaan, S. (2015). Pemanfaatan Teknologi Informasi Dan Komunikasi dalam Pembelajaran: Peluang, Tantangan, Dan Harapan. *Jurnal Teknodik*, 321–332. <https://doi.org/10.32550/teknodik.v19i3.173>
- Sokoi, S. B. (2015). *Potensi dan Tantangan Guru Bahasa Inggris Dalam Mengadopsi Penggunaan Teknologi di Dalam Kelas* [Thesis, Universitas Kristen Satya Wacana]. <https://repository.uksw.edu/handle/123456789/13598>
- Suhardi, M. (2023). *Buku Ajar Manajemen Sumber Daya Manusia Pendidikan*. Penerbit P4I.
- Suhardiana, I. P. A. (2019). Peran Teknologi dalam Mendukung Pembelajaran Bahasa Inggris di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 92–102. <https://doi.org/10.25078/aw.v4i1.934>

- Suryana, D. (2021). *Pendidikan Anak Usia Dini Teori dan Praktik Pembelajaran*. Kencana.
https://www.google.co.id/books/edition/Pendidikan_Anak_Usia_Dini_Teori_dan_Prak/gWNHEAAAQBAJ?hl=en&gbpv=1&dq=Peranan+Teknologi+Informasi+dan+Komunikasi+di+bidang+pendidikan&pg=PA267&printsec=frontcover
- Sutabri, T. (2012). *Konsep Sistem Informasi*. Penerbit Andi.
- Suyanto, & Jihad, A. (2013). *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Global*. Penerbit Erlangga.
- Syafriadi, N. (2020). *Menjadi Guru Hebat Di Era Revolusi Industri 4.0*. Deepublish.
- Syafril, & Zen, Z. (2019). *Dasar-Dasar Ilmu Pendidikan*. Prenada Media.
- Syahidi, K., & Asri, I. H. (2022). *Buku Ajar Ilmu Alamiah Dasar*. CV Jejak (Jejak Publisher).
- Syaifullah, A., Asfar, A. M. I. T., Asfar, A. M. I. A., Handayani, E., & Ekawati, V. E. (2021). *Media Pembelajaran Daring "Elong Ugi Interaktif Sarat Makna."* Media Sains Indonesia.
- Syamsuri, Jefriyanto, W., Sudirman, Sukmawati, R., PA, R. H. B., Rezeki, U. S., Kondolayuk, M. L., Kurniawati, N., Safitri, P. T., Cornelia, T. S., Sari, N. D., Fitriani, A., Bahriah, E. S., Silalahi, E. K., & Ramady, G. D. (2023). *Media Pembelajaran Berbasis Digital*. Media Sains Indonesia.
- Tekege, M. (2017). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran SMA YPPGI Nabire. *Jurnal FATEKSA: Jurnal Teknologi Dan Rekayasa*, 2(1). <https://uswim.e-journal.id/fateksa/article/view/38>
- Tijan, & Sugimin, F. A. (2019). *Explore Pendidikan Pancasila dan Kewarganegaraan Jilid 1 untuk SMA/MA/SMK/MAK Kelas X*. Penerbit Duta.
- Veronica, N. (2022). *Inovasi Pendidikan dan Pembelajaran Abad 21 serta Biodiversitas Indonesia*. UMSurabaya Publishing.
- Wahyudin, & Fadhli, R. (2022). *Inovasi Pengembangan Kurikulum Berbasis Teknologi Informasi*. Indonesia Emas Group.
- Wahyuni, P., & Ridha, I. (2021). *Kampus Merdeka Seri 5: Transformasi Media Pengajaran Kampus Merdeka di Era Kenormalan Baru*. Syiah Kuala University Press.
- Warsah, I. (2021). *Pendidik Inspiratif*. Deepublish.
- Wartana, I. M., & Ardita, M. (2021). *Mengenal Teknologi Informasi*. Media Nusa Creative (MNC Publishing).
- Wibisono, H. A., Rangkuti, A. A., Sukmawati, F., Rahmadi, Ijonris, Y., Priyanda, R., Wijaya, L., Fitriani, A., & Iman, A. (2023). *Pengantar Teknologi Pendidikan*. Pradina Pustaka.
- Yustina, & Putra, R. A. (2022). *Problem Based Learning (PBL) Berbasis Higher Order Thinking Skills (HOTS) Melalui Blended Learning*. Penerbit Lakeisha.
- Yusuf, I., & Widyaningsih, S. W. (2022). *Pengembangan dan Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran (Teori dan Panduan Praktis untuk Memfasilitasi Kemampuan 4C dan HOTS)*. Media Sains Indonesia.

ANALYSIS OF STUDENTS' DIFFICULTY IN UNDERSTANDING ENGLISH PROVERBS

Joko Prayudha S.

Universitas Bengkulu, Bengkulu, Indonesia

jokoprayudha@gmail.com

Abstract: Proverb is one of the oldest literary works in the world. Proverb contains messages, values, morals, and advice that can give meaning to life. Many students have difficulty understanding the meaning of a proverb, so the teacher needs to provide appropriate teaching regarding the meaning conveyed in a proverb. This study aims to analyze students' difficulties in understanding the meaning of English proverbs when studying English literature. The method used in this research is qualitative through a descriptive approach. Participants in this study consisted of 35 students who studied English proverbs in English literature class. Data were obtained through documentation, observation, and interviews regarding the difficulty in understanding the meaning of English proverbs. Data were analyzed through data reduction, data display, and conclusion. The results of the study show that students are still confused about explaining the implied meaning of a proverb. This is because knowledge about the pragmatic meaning and sociolinguistic meaning of figurative sentences is still low, so the teacher needs to explain in detail the implied meaning of a proverb. Then, so that students can better get the message conveyed, the teacher asks students to provide examples of these proverbs in everyday life so that the value or advice from a proverb can be used as knowledge in living life.

Keywords: English proverb, difficulty.

INTRODUCTION

When learning new language, the learning will explore various aspects of the language starting from the four basic expertise in speaking, listening, reading, and writing to the cultural elements that affect the emergence of the language. Through language learning someone will be able to continue to try to improve how the language arises into an inseparable part of everyday life. Learning language means that it will also learn the elements of the language (Prayudha & Pradana, 2023). In this study foreign language learning, namely English is the main discussion to be studied more deeply. Furthermore, now English is not just learned for academic purposes, for example at school or in college, but rather its broader use provides a better opportunity to develop the ability to communicate to establish relationships globally. Many things are encountered using

English, for example when we play social media, using a technology, instructions of a product or ad to the bulletin board that sometimes tucked words or sentences using English (Prayudha & Solihah, 2023). This will provide an opportunity for everyone to be accustomed to dealing with English so that its use and use in daily life will have an impact on the daily course of the individual. Furthermore, when someone is faced in a situation where there are English words or sentences it is necessary to be able to understand its meaning so that it will not be wrong in understanding and interpreting the message conveyed. Here, it is necessary to have a good language understanding ability so that individuals can easily carry out the contents of the message conveyed. Having the ability to understand and master foreign languages is very necessary at this time because it will be easier to help carry out daily activities even though English as a foreign language but its existence is often found at any time so students really need to be given understanding and mastery of English in school or outside school. Liando et al (2022) explained that learning English is a necessity considering that international relations have no restrictions. Therefore it is necessary to be able to build good international language competencies among young people. For the academic level students should be encouraged more intensively by providing a good exposure and explanation of English material. Where as it is known that schools are the main educational institutions that provide knowledge after the family. School is a place to produce young people with a variety of expertise, abilities and good competencies in order to produce quality leaders in the future. Here, teachers at school should be able to make students feel like learning English as an international language. There is a need for changes in providing good teaching to be able to encourage students to be actively involved in teaching and learning activities.

One subject that can help students to improve English language skills is English education, besides that there are also subjects in English literature that can provide knowledge and information to students about literary works in English. In this study the researcher focused on learning English literature on English proverbs material. Proverbs is one of the oldest types of literary works in the world. Proverbs is a literary work that has messages, values and advice contained therein, or also Proverbs has the meaning to criticize something. Almost all over the world has its own proverbs, for example in Indonesia there is a proverbs that sound “*air tenang menghanyutkan*”, Or there are also proverbs in English that sound “*better safe than sorry*”. Each of these proverbs has its own meaning and

meaning that can be understood and taken wisdom. In addition, there are also proverbs who have the same meaning both in Indonesian and in English, for example “*buah jatuh tak jauh dari pohonya*” where in English it is called “*the apple doesn't fall far from the tree*”. Both of these proverbs even though they come from two different languages and cultures but have the same meaning where the real meaning is an attitude or character of a child will not be far from the nature or character of his parents. From these two examples of proverbs can teach students about the values and messages conveyed as a form of advice and suggestions for something. Proverb is one of the cultural elements in language games so that when learning new language it will also learn its culture (Suchona & Shorna, 2019). In Connected with English Literature Study Students will learn various types of proverbs in English. By studying this material explains and provides an understanding of the culture delivered in English so that students will learn and compare the meaning contained in the proverbs.

However, in fact in the learning process there are still many students who have difficulty understanding the meaning, meaning and purpose of English proverb which causes students to not be able to maximize understanding of the meaning conveyed, causing students to improve the ability to speak English on the material proverbs. Therefore, the purpose of this study is to analyze the difficulties faced by students in understanding the meaning of English proverbs learning.

METHOD

The Current Study uses a qualitative method to get information about the difficulties faced by students when studying English Proverbs. Qualitative research is one type of research that can review data in the form of opinions, perspectives or opinions about the object being studied (Cresswell, 2013). Where in this study students' opinions in the form of difficulties faced in proverb learning become the main data in the study. In addition, according to Prayudha (2023) In qualitative research the implementation procedure in the form of a picture or real condition during the study can be used as research data, where all existing activities are displayed decide to inform the reader about the real situation. Furthermore, to make it easier to understand the data obtained by researchers using a descriptive approach in presenting data. Descriptive approach is one way to describe the findings in the form of deep, clear, and real situation found in the field. Sugiyono (2014) Explain that the

descriptive approach is a way of conveying findings by explaining clearly and without engineering. Thus, this research analyzes student opinions on the difficulties encountered when studying English Proverbs.

Furthermore, this research was conducted for one month when students study material about proverb in English literary choice subjects. Participants in this study consisted of 35 students who studied English. Then, the data is obtained through learning observation, activity documentation and observations of several students related to the difficulties faced while learning English Proverbs. Observation activities carried out when learning English Proverb are related to the situation, conditions, students' understanding of understanding the material, and the learning atmosphere. Interviews were conducted semi-structured related to the understanding of English Proverbs material. Then, the analysis data through the stages at proposed by Miles, Huberman, & Saldana (2013), they are; data reduction, data display, and conclusion.

FINDINGS AND DISCUSSION

Learning English Literature at school is one of the chosen subjects taken by students at SMAN 02 Bengkulu City. This course studies various literary works in English. One of the material learned by students is about English Proverbs. Proverbs is one of the oldest literary works that contain values, advice and meaningful messages so that they can be used as criticism of something. Language explains how values and norms apply to an area (Moran, 2001). In proverb learning students will learn from figurative words, sentence structure to the implicit meaning in the sentence. Research was conducted for one month by observing and interviewing students when studying the material proverbs. From the observations it was found that this material was one of the fun materials to be studied. Students tend to be enthusiastic about listening or learning about proverbs in English. Where students' curiosity is so great when given a proverb in English. There is an agenda to spread understanding related to procedures, habits of learning foreign languages and cultures so it is necessary to filter material that is appropriate for learning material (Tajeddin, & Teimournezhad, 2015). Proverbs learning makes students so eager to be seen from the learning process given by students always ask questions and think so hard and critically to find answers to what is meant by a proverb. In addition, students are also able to be actively involved in implementing learning this can be seen from when the teacher tells students to read and

answer the proverb students are enthusiastic about giving their opinion to the meaning contained. In addition, when giving the meaning contained in the Proverb the teacher asks students to link into the example of daily life so that the meaning conveyed can be linked to real life.

However, the learning that went very enthusiastically turned out to only make students feel curious about the intention of the proverbs, while the understanding of students in understanding the meaning of Proverbs is very lacking. There are still many students who guess or guess the meaning of a proverbs incorrectly. Then, students are also still a lot of confusion in getting the intrinsic meaning of a proverb so it is necessary for teachers to help students get the actual meaning. This event certainly will not have a good impact on students' understanding of English Proverbs because students will have difficulty if they meet with new proverbs and there are no teachers who explain the meaning. Things like this need to be anticipated by the teacher by emphasizing meaningful learning about Proverbs. The teacher can explain the elements, structure and pattern of figurative sentences so that students are able to understand the true meaning in interpreting a proverb so that students not only guess the meaning but are able to get the true meaning of the proverb. The teacher is also very necessary to give a clear picture of the meaning of the proverb and ask students to associate this meaning by giving concrete examples in everyday life so that students will continue to remember and understand when the proverb can be used in everyday life. The teacher must be able to provide a clear explanation so that students do not have different interpretations (Prayudha, 2023). It is very necessary for English teachers to be able to design a comfortable and pleasant learning atmosphere when giving material proverb because when studying this material not only gives a statement about proverb but must also be able to interpret the message or advice in the proverb so that it can be understood and used in the situation or the right moment for students.

There are several difficulties faced by students when understanding the meaning of proverb directly, including; Lack of understanding of the meaning of figurative or pragmatic meaning and the meaning of sociolinguistic that makes it difficult for students to understand the meaning of the use of the word proverb, whereas when learning language in a proverb there will certainly be a word game that gives beauty in delivering a message. Furthermore, the lack of understanding vocabulary also makes it difficult for students to get the meaning of a proverbs, even though they understand in translating words for word

but will have difficulty understanding the words connected into a sentence, therefore the teacher's role in giving instructions and clear explanations makes it a point important in learning. The task of the teacher is clearly explained about what is meant by a proverb and then asks students to link to concrete examples in everyday life.



Figure 1. Proverb learning through the use of Kahoot.

The picture above illustrates proverb learning using the Kahoot application where students feel very enthusiastic about carrying out and following learning in a fun way. Proverbs learning makes students feel curious about the meaning and meaning of a proverb so that students' attention when the teacher explains the purpose of a proverb becomes greatly increased, especially when the teacher asks students to link with daily examples to make students feel very active in conveying their opinions. However, as it has been mentioned that students have a very low understanding if asked to provide opinions related to the meaning of proverbs without help and explanation from the teacher. When students have limitations in understanding something maaka the teacher needs to guide and make a clear explanation (Zubaidi et al., 2021). This has a very bad impact for students' knowledge in understanding proverbs so that teachers must find the right ways or methods so that students have good competence in understanding the true meaning of proverbs. The teacher has a great responsibility to form interesting and fun teaching so that students can wisely in understanding the meaning of a proverb.

Furthermore, to get student opinions related to the difficulties faced when understanding the meaning of English proverb, interviews have been held with several students. Interviews are carried out semi -structured and as for the results of the following interviews:

How do you feel when learning English proverbs?

"When I studied English Proverbs, I felt very curious about the meaning and meaning contained in the proverb. In addition, I feel curious whether there is a proverb that is the same between Indonesia and in English. When learning takes place, I feel very happy, it turns out that understanding proverb from abroad can also add to my insight about understanding moral messages, advice and values contained in the proverb so that I become more understanding and have broader knowledge knowledge ".

Do you find difficulties in understanding English Proverbs?

"Yes, when I understand an English proverb sometimes I am confused to interpret the truth/intrinsic meaning. I am used to understanding word for word so that the meaning I understand is only the meaning of semantics. In addition, the use of figurative words also makes it difficult for me to get the true meaning and I need to ask questions and wait for an explanation from the teacher in order to understand the meaning of proverbs clearer ".

How do you understand the intrinsic meaning of a proverb?

"Usually when the teacher tells to understand the meaning of a proverb I translate word for word and associate it into a complex sentence and draw conclusions in its meaning. I am accustomed to understanding the meaning of an English proverb through the meaning of words and that is true, but if the proverb uses figurative words it takes my time to digest its intrinsic meaning and sometimes waiting for an explanation from the teacher to be more clearly understanding the meaning ".

In your opinion, how should you learn English Proverbs to make it easier to understand it?

"Actually learning English taught in class is very fun. The teacher uses a fun way and is able to make me feel more motivated to participate in learning in the classroom. In addition, some learning activities are also very fun starting from guessing meaning, guessing gestures and so on. However, my

understanding of the meaning of pragmatic and sociolinguistic meaning is still very lacking so that it has not been able to maximally get the true meaning of the proverb. "

From the results of the interview it can be concluded that there are still many students who tend to find it difficult to understand the meaning of English proverb based on the actual meaning, because almost most English proverbs using figurative words that really need to have a deeper understanding to get the actual meaning. In addition, the language of a proverbs is also sometimes influenced by the situation, time and environment of the conversation so that students sometimes have not yet maximally understand the meaning of pragmatic and sociolinguistic. Here, teachers need to encourage students to get used to listening and understanding English proverbs to get used to and can use it in the right situation in everyday life.

CONCLUSION AND SUGGESTION

English Proverbs is one of the studies learned in English literature subjects. Understanding the meaning of English proverb requires hard effort because sometimes using figurative words that cannot be interpreted only with words and therefore it is necessary for teachers to provide a good and clear explanation related to the meaning and message conveyed from a proverb. In addition, English proverb learning also not only understands the meaning but students must be able to link the meaning of the proverbs with the experience or examples of daily life so that students are able to get a concrete example of the use of the proverb. However, in fact there are still many students who find it difficult to get an understanding of the meaning clearly from an English proverb. The difficulties that students face include the lack of understanding of pragmatic meanings and the meaning of sociolinguistics of figurative sentences so that it is difficult for students to understand the meaning, values and advice of a proverb. However, to overcome this problem the teacher has a great role in explaining the intent and message conveyed by giving examples or parables so that students do not misinterpret in understanding the meaning of a proverb. Furthermore, researchers who are interested in the topic of this research can try to find the right method in providing teaching about proverb so that students can easily understand the meaning of proverb with fun and interesting learning.

REFERENCES

- Cresswell. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publication.
- Liando, N. V. F., Lasut, S. F., & Rombepajung, P. (2022). Students' perception on the use of vlog as learning media for efl speaking skill. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 1. <https://doi.org/10.31000/globish.v11i1.5107>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. Sage Publications Incorporated. <https://doi.org/https://doi.org/10.1080/10572252.2015.975966>
- Moran, P. (2001). *Language and Culture*. In *Teaching Culture: Perspectives In Practices*. Boston, MA: Heinle & Heinle.
- Prayudha., J., S. &, & Solihah, N. M. (2023). The small group discussion to improve English communication skills. *Proceeding International Conference on Religion, Science and Education*, 835–839.
- Prayudha., J., S. (2023). Students' opinion on the use of local destinations materials in improving English speaking skill. *Proceeding of Dirundeng International Conference on Islamic Studies (DICIS 2022)*, 93–100.
- Prayudha., J., S & Pradana, A. (2023). An analysis of students' difficulties in English conversation practice. *JEEYAL: The Journal of English Teaching for Young and Adult Learner*, 2(3), 215–222.
- Suchona, I. J., & Shorna, S. A. (2019). Speaking problems in English and solutions: scrutinizing students' perspective. *Shanlax International Journal of English*, 8(1). <https://doi.org/10.34293/english.v8i1.661>
- Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Alfabeta.
- Tajeddin, Z., & Teimournezhad, S. (2015). Exploring the hidden agenda in the representation of culture in international and localised ELT textbook. *The Language Learning Journal*, 43(2), 180–193. <https://doi.org/https://doi.org/10.1080/09571736.2013.869942>
- Zubaidi, Z., Suharto, R. P., & Rahayu, E. L. (2021). Improving students' speaking skill through students vlog project as PBL output on online speaking class. *Briliant: Jurnal Riset Dan Konseptual*, 6(4), 764. <https://doi.org/10.28926/briliant.v6i4.757>

**THE SIMILARITY AND DIFFERENCES IN VOCABULARY BETWEEN
INDONESIA LANGUAGE AND PATTANI MALAY USED BY THAI STUDENTS
STUDYING IN INDONESIA**

¹Seetee A-E-Soh Sama-ae

¹Universitas Hasyim Asy' ari Jombang, Indonesia

¹*aisaisyah1817@gmail.com*

²Ria Kamilah Agustina

²Universitas Hasyim Asy' ari Jombang, Indonesia

²*riakamilah88@gmail.com*

Abstract: This study aims to find out the difference and the similarity vocabulary between Indonesia Language and Pattani Malay used by Thai students studying in Indonesia. This research method is descriptive qualitative. The source of research data is speech in the form of sentences or words spoken by Thai Students studying in Indonesia. This research data collection technique is a technique of listening to conversations, recordings, recordings, and interviews, most recently analyzing them. Data analysis techniques using contrastive analysis methods. The results of this study are three, first, the breadth of Indonesia Language is wider than Pattani Malay. Second, some words in Indonesian and Pattani Malay have the same meaning as the same voice and speech as vocabulary in both languages. Third, some Indonesian words and Pattani Malay language that have very different meanings although in terms of the same designation.

Keywords: *Indonesian, Pattani Malay language, broad of meaning, Thai students.*

Abstrak: Penelitian ini bertujuan untuk mengetahui perbedaan dan persamaan kosakata antara bahasa Indonesia dan dalam bahasa Melayu Pattani yang digunakan oleh mahasiswa Thailand yang belajar di Indonesia. Metode penelitian ini adalah deskriptif kualitatif. Sumber data penelitian adalah tuturan-tuturan dalam bentuk kalimat atau kata-kata yang diujarkan oleh Mahasiswa Thailand Yang belajar di Indonesia. Teknik pengumpulan data penelitian ini adalah teknik simak percakapan, mencatat, rekam, dan wawancara, terakhir menganalisisnya. Teknik analisis data menggunakan metode analisis kontrastif. Hasil penelitian ini ada tiga, pertama, bahasa Indonesia yang lebih luas dari pada bahasa Melayu Pattani. Kedua, beberapa kata dalam bahasa Indonesia dan bahasa Melayu Pattani yang memiliki arti yang sama seperti suara dan ucapan yang sama dengan kosakata dalam kedua bahasa tersebut. Ketiga, beberapa kata bahasa Indonesia dan bahasa Melayu Pattani yang memiliki arti yang sangat berbeda walaupun dalam segi sebutannya sama. *Kata kunci: bahasa Indonesia, bahasa melayu, keluasan makna, mahasiswa Thailand.*

INTRODUCTION

Language is a tool used for communication that is most important in everyday human life because language is a tool for communication between members of society. Language has different functions and every linguist has a different formula according to his explanation. Many linguists emphasize that the most important function is the function of interaction or communication. For humanity, language has always been a major role in communicating with fellow humans (Rahardi, 2009:6).

The Function of language to communicate, namely language as tools related to humans, that formed a community or social system. The system of sound symbols used by humans to cooperate or connect. Even language is not the only human means of communication. It is also introduced as a means of communication such as codes, cues, sounds, and various symbols. All this will mean when it has been translated into the Language of the man himself (Kridalaksana, 1993: 1 as cited in Nasucha et al., 2010).

One of the elements of Pattani Malay Language that contains differences as well as similarities with Indonesian elements is meaning. As for the Indonesian language and its meaning in Pattani Malay Language, here we need to researching together the extent of the differences, similarities, and breadth.

This study focuses on the different meanings of Indonesian words and Pattani Malay language used by Thai students with a view to determine the breadth of the meaning of words in Indonesian language and the meaning of words in Pattani Malay language that are used by Thai students, so that Thailand students do not misunderstand the vocabulary of Indonesian language.

Based on the reason, the researcher Focus on the breadth of meaning of Indonesian words and Malay words of Pattani Malay used by Thai Students to be the object of this research is because to avoid misinterpretation or understanding of this title, the researcher will explain the meaning of its meaning so that understanding and discussion can be directed in accordance with the objectives to be achieved.

LITERATURE REVIEW

A language is a communication tool used by humans for communication and interaction. Through Bahasa also, the culture of a nation can be formed and developed to be passed on to future generations. Communication through this Language allows everyone

to adjust to the physical environment and social environment. This allows everyone to learn their own customs, customs, cultures, and backgrounds.

Language is a tool to communicate between two people, language is like ideas, emotions, and desires that can produce symbols. According to Verderber (1999, p. 52), Language is a body of words and systems to use in communicating for the community in its community.

Furthermore, according to Richards and Platt (1992, p. 196) said that the human communication system consisting of symbols, then Language is a human communication system that becomes something special to him. And the language used by humans is sometimes used in certain countries, sometimes the language is only used by some populations of a country (as cited in Putri, 2014).

According to Keraf (2004) Language is a communication system that uses phonetic symbols, which can be strengthened arbitrarily through concrete actions. It is something that can be perceived through the five senses, so language includes two aspects, namely the sound produced by the human vocal apparatus, and the meaning is the relationship between vowel sequences and objects. That is, the sound is a human vibrating hearing aid that simulates vibration, and its content is enclosed in a stream of sound that causes others to react or react.

In Semantic, the meaning of sense different from meaning. Sense is the connection that exists in the elements of language itself (especially the word) while meaning is the meaning of a word as a related element (Lyons, 1977: 204 as cited in Hildayani, 2019).

To argue that studying the meaning of a word is to understand the science related to the relationship of meaning that makes a word different from other words.

In the Meaning Ogden and Richards, 1972:186-187 (as cited in Prayana, 2019), there are no less than 22 limitations on meaning. For laypeople, not understanding the meaning of a particular word can be found in the dictionary the meaning of which is called lexical meaning. In everyday life, people have difficulty in applying the meaning contained in the dictionary, because the meaning of a word often shifts when in a sentence. In other words, every word sometimes has a broad meaning. That is why sometimes people are not satisfied with the meaning of the word written in the dictionary. It arises when people discover idioms, language styles, metaphors, proverbs, and expressions.

Saussure says the meaning or concept contained in linguistic signs. The linguistic sign is likened to identity with the word or lexeme, meaning that the meaning is the understanding or concept possessed by each word, so the linguistic sign itself is a concept owned by each morpheme, both called basically morpheme and morpheme affixes (Chaer, 2007: 287 as cited in Rahayu, 2017).

The Breadth of Meaning is inclined to the individual to report meaning from a variety of different sources. According to Ebersole (as cited in Rekert, Chamberlain and Halama, 2000) defines that in general individuals have meaning from a variety of sources, and only a few individuals have only a single source of meaning. So that the individual will experience the meaning of several different sources, the more sources of meaning he has.

The breadth of meaning is the expanded meaning or meaning contained in a word wider than expected. A similar meaning explains that the broad meaning of the meaning is expanded or the broader meaning of the central meaning (Djajasudarma, 1993: 8 and Kridalaksana 1993: 133 as cited in Bromanggara, 2016).

Indonesian existed since before independence which still uses Malay dialect or can be called Malay language. So that on October 28, 1928, in the progress of youth attended by various regional activists in Indonesia, Indonesia promised the Youth Pledge as the language of unity and national language, so the Malay language was changed to Bahasa Indonesia. Recognition of Indonesia as the language of unity in the form of the most important event in this struggle (Nasucha et al., 2010).

The Malay dialect is the resident in the Pattani area, the Malay dialect or what can be called the Pattani Malay language which was once the mother tongue dialect in the five areas of the previous Pattani sultanate. Malays are a minority nation in Thailand (Paitoon, 2005: 53 as cited in Jehwae, 2019).

According to Ruslan (2005: 5), What is meant by the Malay language in this study is the Malay dialect in Thailand. The Malay language is the largest dialect in Thailand and one of the dialects that developed in the archipelago. The Pattani Malay dialect is a language spoken by the Malay community four regions are living in Thailand, namely in the areas of Pattani, Narathiwat, Yala, and Songkhla. So the Malay dialect is the most important means of communication in daily activities as well as in certain ceremonies (Ruslan, 2005: 5 as cited in Jehwae, 2019).

Pattani Malay language is a language that was uttered by residents in southern Thailand. In general, the people of the Pattani region use the Malay dialect of Pattani. The dialect is a means of communication in daily association and in traditional ceremonies. Based on this, it can be said that Language is very important to use in daily activities as a means of communication and at the same time become a nation and state.

Formerly in Pattani as an independent and sovereign state-owned by the sultanate itself, the population of Islam and Malay language. Malay was used as the intermediary language of the Srivijaya Kingdom, namely as the official language of the great kingdoms and their colonies, including Sumatra, Java, the Malay Peninsula, Segenting Kera, and Sri Lanka (Pattani).

Currently, Malay is no longer the official language of the Pattani people, although it is still used by the community so that the Pattani people now use Malay as a means of communication because they do not understand the actual Malay grammar (Samaae, 2019).

In this research, there are some relevant studies. First, research by Christine (2014), found this study hides similarities and differences with the research that researchers will do. The similarity in this study is to analyze and describe the variation in the breadth of meaning, while the difference is that this study determines the words used by Thai students, there are Indonesian words whose meaning is wider than Pattani Malay language, but research Christine (2014), discusses the function of findings that combine the most important to be presented in T 2 manifested from KMI variations in the form of reduction and addition of elements of interpersonal meaning. In the entire clause, T2 increases the variation in the breadth of its meaning. And the influence of KMI variations and factors that cause KMI to match the meaning of the translation text.

The second, researched by Asruddin (2015), found this study hides similarities and differences with the research that researchers will do. The similarities in this study are both describing how the variety of meanings, while the difference is that this research focuses on the breadth of meaning in Pattani Malay language spoken by Thai Students, in the form of the same words but the meaning is wider than the Pattani Malay language. Meanwhile, Asruddin (2015), discussed the purpose of describing how the wide variation of interpersonal meanings in the text of Laskar Pelangi Bahasa Indonesia, English, and Malay Language. The difference of this research with the previous research above is focusing on the breadth of the meaning of the words in Indonesian language that are different from the

meaning of words in Pattani Malay language as well as the determines the breadth of meaning in Indonesian language that is different from the meaning of words in Pattani Malay language delivered by Thai Students.

RESEARCH METHODS

In this study, the research method used is qualitative descriptive research. The data analyzed is not a quantitative method (numbers) but in the form of words. The qualitative method is a research method that is solely based on existing facts or phenomena that are empirically live on speakers so that it is produced or recorded in the form of data that is what it is (Sudaryanto, 1993: 62).

The subject of this study was a Thai student studying in Indonesia there were 10 people namely Anisah, Adeela, Aisyah, Baiyeenah, Maiyeenah, Siti Hawa, Nur-Aina, Khoreeyoh, Hayatee, and Latifah. So, the object of this research is a that aims to describe the meaning of words in Indonesia language that are different from the meaning of words in Pattani Malay language and determine the breadth of the meaning of words in Indonesian and meanings in Pattani Malay language achieved by Thai students. Whatever the data of this study were obtained from utterances in the form of words of differences in meaning, and words uttered by Thai Students.

The data used in this study are oral. The oral data is in the form of utterances in the form of sentences or words of differences in the meaning and breadth of the meanings of the words uttered by Thai students. While the data source of this research is information. The informants defined in this study were Thai students whose native speakers were Pattani Malay.

There were several places taken as research location based on the location of each Thai Students who studies in Indonesia. They were Jombang, Kediri, Tulungagung, Jember, Aceh, some places in East and West Java, and etc.

That research is the most important instrument for collecting data and interpreting data in qualitative research. Data collection techniques are one of the most important steps in research because the main purpose of this research is to get data (Chrisaningsih, 2007: 89 as cited in Nurlaela, 2018).

An interview is a technique of collecting data that is carried out directly and indirectly between the interviewer and the source. To improve the data, the information

obtained from the interview results in this study the researcher uses recordings well, and the researcher has evidence after conducting interviews with the informants or to the data source. The tools that assist researchers in collecting data are (1) taking note; serves to take notes of all conversations of Thai students. (2) tape recorder; serves to record all conversations of Thai students.

In this study, researchers interviewed Thai Students they are 10 people namely Anisah, Adeela, Aisyah, Baiyeenah, Maiyeenah, Siti Hawa, Nur-Aina, Khoreeyoh, Hayatee, and Latifah used the Pattani Malay language in communicating. Finally, the results of the interview were recorded immediately after interviewing so that they would not be forgotten or lost. As well as various data sources that the researchers noted, which data were grouped the most important and which ones were not important so that the data was valid.

Recording technique is a data collection technique used by recording the conversations of interviewees, the most common relationship with the problem studied. Considerations This recording technique is used with data studied in the form of oral data. This technique is done by planning, systematically or immediately. Then after recording the researcher identified data that differences in meaning and breadth of the meaning of Indonesian words with Pattani Malay language spoken by Thai students, I asked them to record a voice with a free topic after which I asked them to send the results to the researcher.

The listening technique is a technique that is done by listening to the use of language (Sudaryanto, 1993: 133). The data collection technique used is in the form of a listening technique, free to speak competently. And in this technique, the researcher is not involved in the conversation. The research only pays attention to the conversations of Thai Students, every word in the conversation is always considered, then the words that contain differences in meaning and breadth of meaning are noted.

Triangulation is the source used to test the credibility of the data by checking the data that has been obtained through several sources. Technique triangulation to test the credibility of the data is done by checking data with the same source with different techniques. Time triangulation can be done by checking through interviews, observation, and other techniques in different times or situations.

This study uses documentation or data triangulation. Data triangulation was used to test the validity of the data found. Researchers tested the validity of the data in the form of

words spoken by Thai students. Data that has been tested for validity will be analyzed using equivalent and contrastive techniques so that the data collected can be classified based on the principle of differences in the meaning of words spoken by Thai students.

Data analysis begins when collecting from interview results, listening, notes, photos, and so on. This data is very much with a lot of data for researcher to choose data that is very important or not important. This is done to focus on research.

Recording technique is a data collection technique used by recording the conversations of interviewees, the most common relationship with the problem studied. Considerations This recording technique is used with data studied in the form of oral data.

This technique is done by planning, systematically or immediately. Then after recording the researchers identified data that differences in meaning and breadth of the meaning of Indonesian words with Pattani Malay language spoken by Thai students, I asked them to record a voice with a free topic after which I asked them to send the results to the researcher.

Furthermore, the final stage is the analysis by drawing conclusions and verification of the information. For researchers looking for meaning in the collected data, then concluded to answer the problem formulation in the study.

a. Data reduction: Data that has been collected in the data collection stage; needs to be processed again. Data processing aims to make the data simpler so that all the data that has been collected can be displayed in a well-organized way and then analyzed.

b. Triangulation: Researcher collect data that at the same time tests the credibility of the data, namely checking the validity of data that utilizes something else in comparing the results of the interview.

c. Display: Researcher present data by summarizing the data to make it easier to understand what is happening and plan the next work based on what has been experienced.

The research procedure is carried out in stages by underlining the words that contain different meanings and the breadth of meaning, and then identifying based on the form of categories, differences, and the breadth of meaning.

1. Description or orientation stage, at this stage, researchers describe what is seen, heard, and felt. The new researchers recorded a cursory account of the information is obtained.
2. Reduction stage. At this stage, researchers reduce all information obtained in the first stage to focus on a particular problem.

3. Selection stage. At this stage, the researchers outlined the focus that has been applied to be more detailed then conduct an in-depth analysis of the focus of the problem. The result is a theme constructed based on data obtained into new knowledge, hypothesis, even theory.

FINDINGS AND DISCUSSIONS

a. Table of the similarity of Indonesian language between Pattani Malay language.

No	Word	Meanings
1.	<i>Anak</i> (Children)	A small human, Small trees that grow on earth
2.	<i>Bual</i> (Brag)	talk or chat

(1). *Kata Anak* (Children)

In Indonesian and Pattani Malay, the word *anak* (child) means a small human being, a small animal and a mature tree that grows on earth. But Pattani Malay language refers more to humans who are still small or young and plants are still small. So, in both languages have similarities can be explained in the following sentence.

Examples of Indonesian sentences

Dia tidak memiliki anak.

Examples of Pattani Malay sentences

Sulit / Payoh bagi anak ayea nok menetas dari kulit telur tuh. (sulit bagi anak ayam untuk menetas dari kulit telur itu).

From the example above can prove that in both languages have similarities in reading and writing.

(2). *Kata Bual* (Brag)

In Indonesian and Pattani Malay, the word *bual* (brag) means to talk and chat but Indonesian refers more to nonsense; claptrap (vanity) in both languages have the following similarities are examples of Indonesian sentences and Pattani Malay sentences.

Examples of Indonesian sentences

Orang-orang yang membual tentang IQ nya adalah pecundang.

Example of Pattani Malay sentence

Mungkin dio pikhea kito hanyo bual sajo. (mungkin dia pikir kita hanya berbual saja).

The above sentence, it is clear that the meaning of the sentence in Indonesian with the sentence in Malay Pattani, there is a point of similarity and also the point of the breadth of meaning.

b. Table of the Differences in the meaning of words between Indonesian and Pattani Malay.

No	Word	Meanings in Indonesian	Meanings in Pattani Malay
1.	<i>Kata Bingung</i> (Confused)	(1). lost sense (do not know what to do). Feeling nervous or unclear	(1). Not smart (2). Don't know
2.	<i>Kata Bilang</i> (Say)	(1). Count, say or speak (2). tell	(1). Summing (2). Dividing (3). Reduce

(1). Kata Bingung (Confused)

In Indonesian, the word *bingung* (confused) is lost sense (do not know what to do) or 'feel less clear. The meaning for users of Pattani Malay language is to show the nature of 'stupid' not 'smart' in what is done, the word *bingung* (confused) in Pattani Malay is used with the word do not understand or not clear, the word confused only for people who are not smart and stupid only.

Well, for Indonesian language users show the meaning of loss of reason (do not know what to do) nervousness, or 'feel less clear', 'less understand', therefore between the two speakers there is a difference in the same word and the same writing.

In order to distinguish between Indonesian and Pattani Malay language spoken by Thai students, not to be *bingung* (confused) between the two language users, it is commonly explained in the context of Indonesian sentences and Pattani Malay language.

Example: Sentences in Indonesian

1. *San pergi ke perpustakaan san bingung mau membaca buku yang mana, karena ada bermacam-macam buku di sana.*
2. *Kemarin aldi belajar bahasa Indonesia, dosen memberikan tugas tapi aldi bingung materi apa yang diberikan oleh dosennya.*

Example: Sentences in Pattani Malay

1. *Maring aldi belaja bahaso Indonesia, dan dosen wi tugah tapi aldi dok faham apo hok dosen wi tugah tuh. (kemarin aldi belajar bahasa Indonesia, dan dosen memberikan tugas tapi aldi tidak mengerti apa yang diberikan oleh dosennya).*
2. *Kakku belaja bahaso Inggris; hasil belajanyo sangat rendah karena dok cerdas dale jawabannyo. (Kakakku belajar bahasa Inggris; hasil belajar sangat rendah karena kebingungan (tidak cerdas) dalam jawabannya).*

(2). *Kata Bilang (Say)*

In Indonesian Language, the word *bilang* (said) is 'count: several times' 'calculation' said'; 'say'; 'tell'; and 'counsel'. In the context of Indonesian society, the word says to convey a matter that informs or advises the person who wants to be conveyed. While the word *bilang* (said) spoken by Thai students has a difference in meaning with Indonesian. Any word used by Thai students is 'sum', divide and subtract. This word exists when summing or calculating things that are counted.

So, it is clear that the words spoken by Thai students there are points of difference in meaning, namely; 'sum', reduce', for Indonesian users the word says it has the meaning of saying'; and 'tell'. This is between Indonesian and Pattani Malay users.

Example: Sentences in Indonesian

1. *Setiap minggu kamu selalu bilang akan mengalahkanku.*
2. *Jonh bilang dia tidak ingin belajar bahasa Perancis.*

Example: Sentences in Pattani Malay

1. *Fadil pero 20 eko lembu setiap hari yo bilang karena tako' lembunyo hile. (fadil memelihara 20 ekor sapi setiap hari dia bilang karena khawatir sapinya hilang).*

2. *Nurul adalah ore hok sangat kayo, setiap bule dio bilang duitnyo untuk taruh duit ke bank. (nurul ialah orang yang sanagat kaya, setiap bulan dia bilang uangnya untuk ditransfer ke bank).*

The example sentence above explains that the words used by Thai students with the words used by the Indonesian people are very different. Because the word said for Users of Malay Pattani means 'calculation' or 'sum', but for Indonesian language users have the meaning of 'say' or 'tell' and so on, the same words of the same writing but have different meanings.

c. Table of the breadth of the meaning of Indonesia words whose meaning is wider than Pattani Malay.

No	Word	Meanings in broader Indonesian	Meanings in Pattani Malay
1.	<i>Anak</i> (Children)	(1). human being who is still a baby (2). Small trees that grow on earth	(1). Slaves (2). Small children and plants that are smaller or smaller than others
2.	<i>Bisa</i> (Can)	(1). Able to do something, as much as can be done (2). Wherever possible	(1). poison

(1). kata Anak (Children)

In Indonesian Language, the word *anak* (child) means "second descendant"; 'a child'; 'small trees that grow on the earth or large clumps of plants. While the word *anok or budak* (child) spoken by Thai students has the same meaning as the meaning in Indonesian according to the Great Dictionary of The Indonesian Language, referring to small children and plants that are smaller or smaller than others. But the narrowness of meaning, the word for Pattani Malay users is used when asking who they are children. (pointing out the question) and when the child is small only.

For users of Malay Pattani is used only for children who are "small and when asking for someone who wants to know their parents who and what is the name of their parents'. Thus, between Pattani Malay language users and Indonesian language users, there are similar meanings and mentions, but that becomes a narrowness of meaning in the word in Pattani Malay language.

In order to get an idea between the use in Indonesian and the use in Pattani Malay, there are several examples of sentences written, so as not to confuse the two language users.

Examples of sentences in Indonesian

1. *Lutfi bukan anaknya pak Hamdan melainkan cucunya.*
2. *anak laki-laki itu berumur lima tahun.*
3. *Setiap hari anak ayam selalu mengikuti ibunya untuk mencari makan.*

Examples of sentences in Pattani Malay

1. *Kau anak piyo dan siapa namo ayah dan mekmu. (kamu anak siapa dan siapa nama ayah dan ibumu).*
2. *Cek gu ngoyak wi tahu kata budok tuh omor yo 14 tahun, sudah nakal (karu') (guru memberi tahu bahwa anak itu umur dia 14 tahun, sudah nakal).*
3. *Budok-budok zamea sekare gi sekolah, tapi dok masuk ke kelah, mereka selalu kumpul untuk merokok salah satu penyebabnya adalah tengok ayohnyo merokok). (Remaja zaman sekarang pergi sekolah, tapi tidak masuk ke kelas, mereka selalu kumpul untuk merokok salah satu penyebabnya adalah melihat ayahnya merokok).*

Some examples of the above sentences can prove that, the word child for Users Pattani Malay with Indonesian language users there is a narrow meaning and broad meaning. The broader meaning is in Indonesian refers to the meaning of 'small children and plants or small parts of others'. A narrower meaning is the Malay meaning of Pattani using the word child only when small and when asking, other than that the word slave is used. The word *anak* (child) was replaced with the word slave when he was a teenager in his twenties, as exemplified in the sentence above.

(2). *Kata Bisa (Can)*

In Indonesian Language, the word *bisa* (can) be meaning 'able' or 'the power of what is done in something done', such as; a man who knows what he can do and

who can solve problems or can walk smoothly for his work. While the word *bisa* (can) be understood by Thai students as 'poison' or wild animals such as snakes can cause injury, rot, or death of something alive.

For the word can be spoken by Thai students, and spoken by Indonesian language users, so as not to confuse between Indonesian and Malay Pattani language, can be explained in the following sentence.

Example: Sentences in Indonesian

1. *Aku pasti bisa mengalahkan dia di perlombaan kali ini.*
2. *Saya bisa keliling dunia dalam waktu sebulan.*

Example: Sentences in Pattani Malay

1. *Binatae lia biasanyo memiliki biso seperti ula, kalajengking, labo-labo, ikeabuntal dan lainnya. (binatang liar biasanya memiliki bisa seperti ular, kalajengking, laba-laba, ikan buntal dan lainnya).*
2. *Bahayo kalajengking terletak pado bisanyo. (bahaya kalajengking terletak pada bisanya).*
3. *Biso ula biso menyebabkan luka dan kematian. (bisa ular bisa menyebabkan luka dan kematian).*

Thus, the word can be in Indonesian the meaning is wider than the meaning in Malay Pattani, because in Indonesian it refers to the meaning of 'able' or 'power', but in Malay Pattani refers to the meaning of 'poison', therefore the word can be in Malay Pattani is narrower than the word can be in Indonesian.

Ferdinand de Saussure (as cited in Chaer, 1994), he found that equations mean balance or correspond to the topic of this speaker, meaning by the similarity between vocabulary in Indonesian with vocabulary in Pattani Malay. When compared to other people's researchers. On the other hand, the differences and similarities of vocabulary Indonesian and Pattani Malay language are many users, most of whom are Pattani Malays. This will make Thai students accustomed to vocabulary Indonesian and expected to understand more about the meaning of Indonesian vocabulary Samae, M.S. (2019).

Similar findings are also in line with the findings Duerawee (2019), which say that differences and vocabulary similarities in both languages (Indonesian-Pattani Malay) are very beneficial for Thai students studying in Indonesia. Because

they can be creative in using the right words. And it is very important to know and the elements of meaning in the language and meaning of Indonesian in Pattani Malay.

In light of these findings, it is advisable for Thai students to learn about Indonesian more deeply because so as not to misinterpret or misunderstand the meaning of Indonesian and often communicate with Indonesians to better understand the meaning of Indonesian.

CONCLUSION

The data or words in this study prove that, these words contain different meanings for Indonesian language users and Pattani Malay language users. There are 10 words found to have different meanings between Indonesian and Pattani Malay. such as words *bilang* (said), *bingung* (confused), *bosan* (bored), *jemput* (pick up), *kira-kira* (approximately), *nakal* (naughty), *pusing* (dizzy), *sikat* (brush), *sulit* (difficult), and *waktu* (time). The word is the same in writing and speaking, but the meaning is different.

There's no such thing as the same meaning. Thus, the meaning of the word in Indonesian is said to be different from the Pattani Malay language when used or the dictionary description of the meaning is different. Indonesian words whose meanings are wider than Pattani Malay language there are eight words that found to some words such as the word *anak* (child), *bisa* (can), *bual* (brag), *buruk* (bad), *celaka* (woe), *kepala* (head), *pukul* (hit), and *rapat* (meeting). Some words do not have the same meaning, but the meaning is wider than the Pattani Malay. The Pattani Malay word contains only one meaning, not all meanings. therefore, it is said that Indonesian language is wider than Pattani Malay language.

Similarity of meaning in Indonesian language and meaning in Pattani Malay language in the form of writing or reading there are 13 words such as word *anak* (children), *bual* (brag), *buruk* (bad), *celaka* (woe), *kepala* (head), *rapat* (meeting), *angin* (wind), *buku* (book), *ingat* (remember), *kasar* (rude), *kereta* (train), *suka* (likes), and *surat* (letter). So, there are a number of broader Indonesian words and there are also some broader Pattani Malay language words so it depends on the vocabulary to be a sentence.

By explaining the differences in the meaning of Thai students so more understand about the meaning of Indonesian vocabulary and no misinterpretation or understanding anymore.

SUGGESTION

The researcher is advised to for those interested in learning differences in meaning can use the method of reducing the meaning of using Pattani Malay language to narrow the word Indonesia or contain narrow meanings in Indonesian but contains a broad meaning in Pattani Malay.

For further researchers is who are interested in researching the differences meaning is expected to study more sources or references related to the breadth of meaning in Indonesian and Pattani Malay language so that the results of the study can be better and more complete.

REFERENCE

- Bromanggara, R. (2016). Wacana Kampanye dalam Kajian Semantis. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, 5(2).
- Chaer, A. (1994). *Linguistik Umum*. Jakarta: Rineka Cipta.. 2007. *Linguistik Umum*.
- Christine, D., & Sufriati, T. (2014). Variasi keluasan makna interpersonal teks translasional lintas bahasa novel botchan berbahasa Jepang dan Indonesia. *Lingtera*, 1(1), 54–65.
- Dewan, K. (2005). Edisi Ketiga; Dewan Bahasa dan Pustaka. Kuala Lumpur.
- Duerawee, M., & Markhamah, M. (2016). Perbedaan Makna Kata-Kata Bahasa Indonesia Dengan Bahasa Melayu Pattani Yang Digunakan Oleh Mahasiswa Thailand Di Universitas Muhammadiyah Surakarta. Universitas Muhammadiyah Surakarta.
- Halama, P. (2000). Dimensions of life meaning as factors of coping. *Studia Psychologica*, 42(4), 339–350.
- Hapsari, A., & Asruddin, B. (2015). Variasi keluasan makna interpersonal teks “Laskar Pelangi” berbahasa Indonesia, Inggris, dan Melayu. *Lingtera*, 2(1), 12–26.
- Hildayani, D. (2019). Cross-cultural Communication: Javanese and Sundanese Vocabularies the Same in Form and Different in Meaning. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 18(2), 176–185.

- Jehwae, P. (2019). Sejarah Pendidikan Bahasa Melayu di Patani Selatan Thai. Rumpun Jurnal Persuratan Melayu, 7(1), 1–17.
- Keraf, G. (2004). Composition: An introduction to language proficiency. Flores: Nusa Indah.
- Kamus Besar Bahasa Indonesia, 2005. Edisi Ketiga. Departemen Pendidikan Nasional: Balai Pustaka. (2005). Pusat Bahasa Departemen Pendidikan Nasional: Balai Pustaka.
- Nasucha, Y., Rohmadi, M., & Budi Wahyudi, A. (2010). Bahasa Indonesia untuk Penulisan Karya Tulis Ilmiah. Media Perkasa.
- Nurlaela, N. E. (2018). Peran Guru Bimbingan Konseling dalam Meningkatkan Self-control Anak yang Ditinggal Merantau Oleh Orang Tua: Penelitian di SMP Muslimin Rongga Kampung Genggong Rt 16/Rw 01 Desa Cinengah Kecamatan Rongga Kabupaten Bandung Barat. UIN Sunan Gunung Djati Bandung.
- Prayana, A. (2019). Konstruksi Makna Tokoh Semar (Studi Fenomenologi Mengenai Konstruksi Makna Tokoh Semar Dalam Wayang Golek Bagi Dalang Di Padepokan Giri Harja). Universitas Komputer Indonesia.
- Rahardi, R. K. (2009). Bahasa Indonesia untuk perguruan tinggi.
- Rahayu, P. (2017). Efektivitas Penggunaan Teknik Mind Mapping Terhadap Penguasaan Menangkap Makna Teks Deskriptif Sederhana Pada Siswa Kelas XII Boga 2 SMK YPM 2 Taman-Sidoarjo. Mandarin Unesa, 2(02).
- Richards, J. C., Platt, J., & Platt, H. (1992). Language teaching and applied linguistics. L.: Longman Group UK Ltd.
- Samaae, M. S. (2019). Perbandingan Kompositum Antara Bahasa Indonesia dan Bahasa Melayu Patani (Selatan Thailand).
- Sudaryanto. (1993). Metode dan aneka teknik analisis bahasa: pengantar penelitian wahana kebudayaan secara linguistis. Duta Wacana University Press.
- Uthai, R. (2005). Ciri-ciri istimewa dialek Melayu Patani: Satu tinjauan. Faculty of Humanities and Social Sciences, Prince of Songkla University.
- Verderber, R. F., & Verderber, K. S. (1999). Communicate!(th ed.). Belmont, CA: Wadsworth.

**A CRITICAL DISCOURSE ANALYSIS OF RHETORICAL DEVICES
IN JOE BIDEN INAUGURATION SPEECH 2021**

¹Ittihadul Umam

¹ Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia
¹ittihadulumam100601@gmail.com

²Elisa Nurul Laili

² Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia
²elisa_nurullaili@yahoo.co.id

Abstract: In this study, researchers used a descriptive qualitative method to analyze data on rhetorical devices and how this was applied in the inauguration speech for the 2021 United States president. This study used theory from Jones and Peccei (2004) and the CDA approach by Van Dijk at the microstructural level. This study aims to find out how the speaker conveys the implied meaning by using rhetorical devices and also to find out how this is constructed in this speech. After data collection, the data is identified and analyzed using rhetorical devices based on the theory of Jones and Peccei 2004 coupled with critical discourse analysis which is limited to the microstructural elements of Van Dijk's theory. The researcher found that the speaker used all kinds of rhetorical devices, except for euphemisms. Those rhetorical devices are metaphor, parallelism, the rule of three, and pronouns. There are 16 devices found in the data. Based on the findings, the most dominant is parallelism, this shows that speakers like to use similar structures in explaining and conveying the contents of speech without changing the context. In addition, it can be concluded that the use of rhetorical devices and critical discourse analysis approaches in delivering speeches can contribute to making speeches more interesting and memorable.

Keywords: *Rhetorical device, Microstructure, Joe Biden.*

INTRODUCTION

Language is the core to convey communication, a vehicle for transmitting messages, and a source of potential power (Salleh as cited in Nurkhamidah et al., 2021). Language is a powerful tool for expressing one's thoughts and ideas, both in spoken and written form. In political speech, language plays an important role because it builds, forms, and strengthens relationships, expresses ideas, as well as sells programs and policies. Because of it, language has become an important issue in politics (Ayeomoni & Akinkuolere as cited in Nurkhamidah et al., 2021). In politics, language is very important because most political activities are carried out through language. They use language for campaigns, presentations, inaugurations, and policy formulation (David & Miracle as cited in Nurkhamidah et al., 2021).

Currently, rhetorics is a major concern because it is very important when presenting an argument. Abidin as cited in Ismawati, (2020) explains that rhetoric is a verbal communication skill, which is carried out by someone to several people directly face to face. Everyone takes advantage of this rhetoric in social life. In everyday life, people make use of this rhetoric spontaneously. The speaker does not need to choose language material, use reviews, and use a conceptualized speech style. To support the success of speaking the need for rhetorical means. The researcher can say that rhetoric is a technique of using language. This is the art or style of language that is persuasive, both in oratory and narrative communication. It has a doctrinal purpose for people to take action and agree with the speaker's argument. Nowadays, society needs leaders who can lead and have a good language style to influence people. For example Joe Biden the president of the United States has good speaking skills, he can invite people to listen to what he has to say by creating a good narrative, easy to understand and make sense. This is one of the reasons that leaders must create successful strengths in their leadership. King as cited in Hanafi, (2021) says that rhetoric is a persuasive art in language, which is very helpful in building an understanding of implied meaning. From this quote, it can be interpreted that rhetoric is a technique used by the language to persuade listeners to agree with an orator's argument. A persuasive language that influences listeners to believe an orator's concept will allow the orator to explain how an orator can do it, either through their speaking technique or the vocabulary that the orator can use when speaking. Therefore, an orator should consider using contextual words when speaking in front of an audience.

The speech was mostly delivered in celebrating the victory. This is an excellent opportunity for the president to persuade and share ideology with the nation. Inaugural speeches have been recognized since the presidency of the United States (Shaw as cited in Nurkhamidah et al., 2021). The communication style used by the president in the inaugural address has shifted from time to time (Stuckey as cited in Nurkhamidah et al., 2021). The study of inaugural speeches is not a new trend. Many types of research in this field have been carried out. The interest to analyze the inauguration speech of the president of the United States of America increased because the statement of the president of the United States attracted the attention of other countries in the world.

In this study, researchers explore the rhetorical devices illustrated by Jones and Peccei (2004). They provide theory in five types: metaphor, euphemism, rule of three, parallelism,

and pronouns. In this study, the researcher uses Van Dijk's critical discourse analysis approach at the microstructural level to support this research and also to further explain how rhetorical devices appear in speech. In addition to using the words produced by the speaker, researchers also need to know the concept of speech. Research uses this theory as the main analysis because this theory is shorter, but can cover all data. This study intends to get an in-depth explanation of how rhetorical devices are constructed in speech. Researchers realize that the study of rhetoric is very important to do. Knowledge of rhetoric will be useful for many aspects not only in social and political life but also in class interactions and professional careers. The results of this research are expected to provide insight to readers about how to effectively persuade, influence, or indoctrinate audiences to achieve certain goals and provide benefits to readers on how to use good rhetoric in public speeches.

LITERATURE REVIEW

A. Rhetorics

The word "rhetoric" which means public speaking developed from the ancient Greek word "rhetoric" (Zheng Lingling as cited in Li Fengjie, Ren Jia, 2016). In ancient times, rhetoric meant learning how to be a great speaker. Over time, the meaning has become diverse. Aristotle once described rhetoric in *The Art of Rhetoric* as "an instrument for exploring the full range of feasible ways of persuading the audience whatever their relation to the subject".

Keraf as cited in Ismawati, (2020) argues that rhetoric is a traditional term that refers to the technique of using language as an art based on well-organized knowledge. So one needs to know two things in rhetoric, knowledge of the language and its proper use, and secondly knowledge of certain objects to be conveyed in that language. Therefore, those who wish to make the best possible use of language for a particular purpose must study rhetoric. There are educational centers that seek to develop rhetorical principles, as well as efforts to teach and practice these principles. Rhetoric is related to talking about the basics of conducting effective discourse.

In general, rhetoric is defined as the art of speaking to be persuasive. Not only as a persuasive goal, but rhetoric can also make people interested in the topic presented, follow the speaker's way of thinking, and even do what the speaker expects. According to

Aristotle, a speaker must be able to combine ethos, pathos, and logos. Ethos is the honorable and trustworthy status a speaker should have. Pathos is the speaker's ability to touch the feelings, emotions, hopes, and thoughts of the audience. Finally, Logos is the speaker's ability to convince audiences by showing them concrete evidence or in other words what he says must be logical (Golden et al., as cited in Syarif, 2015). Golden further explained that rhetoric is the study of how a public speaker can influence others to make decisions freely (Golden et al., as cited in Syarif, 2015).

From the opinions of several experts above, it can be concluded that rhetoric is the art of oral communication carried out by one person directly to many people face to face. Rhetoric also learns about language and its proper use, and secondly about certain objects that will be conveyed in good language. Rhetoric is also a language expression that has an aesthetic effect on everyday communication. Rhetoric is also the art or science of communicating when someone is speaking.

B. Rhetorical Devices

Jones and Peccei (2004) introduced a rhetorical set consisting of five sets used to describe the relationship between taste and power in giving a speech. They classified rhetorical devices into metaphors, euphemisms, the rule of three, parallelism, and pronouns.

Metaphor

Jones and Peccei (2004) explain that one of the challenges faced by politicians is that they often have to talk about abstract concepts more concretely so that they are easier to understand and avoid listener boredom. In situations like these, metaphors play an important role in how politicians deal with their audiences. Politicians need to know how to get the most out of a particular medium. Therefore, metaphors are often used in practice to influence the masses.

Euphemism

According to Jones and Peccei (2004), euphemism is the use of soft and polite language to soften the speaker's words. Euphemism is closely related to politeness to prevent inappropriate association and maintain a sense of the other person following the norms of social behavior. This type is usually used to talk about taboo things, such as the use of the words die instead of death or rather make love instead of sexual intercourse.

The Rule of Three

Jones and Peccei (2004) say that the three-part statement is one of the most famously used in political rhetoric. This device is a very powerful concept that politicians use, even if they only have one argument. The rule of three can strengthen arguments, convince audiences, and make messages easier to memorize. From the statement expressed by an orator, this tool has an extraordinary contribution for the audience to believe the argumentation of an orator.

Parallelism

Parallelism is a device that expresses several ideas in a series of similar structures. Jones and Peccei (2004) mention a tool that expresses several ideas within a similar set of structures. These devices can serve to emphasize that ideas are equally important and can add a sense of symmetry and rhythm, which makes speeches more memorable, more engaging, and accessible for audiences to capture what the speaker means.

Pronoun

Jones and Peccei (2004) that political speakers use pronouns to refer to themselves or their audience, which can be an important part of the message. When this device is applied in communicating, especially when giving a speech, it shows the interaction between the listener and the speaker. And of course, the audience will feel what the speaker is saying and can take his position by using pronouns.

C. Critical Discourse Analysis

According to Van Dijk (1996), critical discourse analysis focuses on the strengths and inequalities created by social phenomena. Thus, critical discourse analysis is used to analyze discourse on other disciplines in the fields of politics, race, gender, hegemony, culture, and social class.

In analyzing social discourse and practice, critical discourse analysis provides an advantage over theory and method. As one of the pioneers of critical discourse analysis, Van Dijk focuses on linguistics and discourse analysis, then links language use with social practice. There are three ideological analyzes of Van Dijk's (1995) critical discourse analysis, social analysis, cognitive analysis, and discourse analysis. Van Dijk (2004) introduces socio-cognitive as a linguistic structural aspect covering text and its meaning which has the aim of analyzing discourse and social practice through communication and interaction. It contains macrostructure, microstructure, and superstructure.

Van Dijk's Micro Structure CDA

According to Van Dijk (1993), the microstructure is related to the local meaning of discourse, taking into account semantic, syntactic, stylistic, and rhetorical aspects. This element helps researcher to investigate how text or utterances are constructed by several smaller sentence elements, paragraph sequences, and reasoning, related to words, sentences, phrases, and also expressions.

Graphic

This element appears when the speaker wants to emphasize something in his argument. Every orator has a different way of showing what is emphasized in their speech. Eriyanto as cited in Hanim (2016) states that the use of bold, italic, underline, and capitalize on each word shows that the utterance is considered an important message from the speaker. Apart from these signs, the use of graphics, pictures, or tables also conveys the meaning of the speaker's message which is significant. Several sections are shown to inform all listeners of the importance of the message.

Metaphor

A metaphor is a form of expressing messages through figures of speech or expressions. This metaphor is intended as an ornament or spice of a story. The use of metaphor is also used as a guide to understanding the meaning of a text. The use of metaphors in a discourse can be in the form of expressions, proverbs, ancestral advice, ancient words, and even expressions taken from holy verses. This is used to reinforce the main message. (Eriyanto as cited in Mukhlis et al., 2020).

METHOD

A. Research Design

This study used a qualitative descriptive research design. To describe the rhetorical devices in Joe Biden's speech at the inauguration of the President of the United States in 2021, the researcher used a qualitative descriptive study. Descriptive because this research described and how the rhetorical devices in Joe Biden's speech. Qualitative because this study aims to describe data in the form of statements in the text. According to (Hancock as cited in Hanim, 2016) qualitative research is concerned with developing social phenomena to understand people in the world. So the researcher hopes to understand it in depth. The researcher analyzed data sources from speeches delivered by Joe Biden at the

inauguration of the 2021 President of the United States have been transcribed. To understand speech, the researcher described what and how rhetorical devices appear in Joe Biden's speech based on the theory of rhetorical devices by Jones and Peccei (2004) with the Critical Discourse Analysis approach by Teun A Van Dijk.

B. Data Sources

The data source for this research is Joe Biden's first speech when he was sworn in as the 46th President of the United States. The research data is in the form of Joe Biden's speech at the inauguration of the President of the United States on January 20, 2021. The informing transcript is taken from www.washingtonpost.com website.

The researcher read the manuscript took from the www.washingtonpost.com website. In addition, the researcher prints data from the manuscript. Then, the researcher compared the script with the videos obtained from the <https://youtu.be/LGukNIEIhTU> (CCN YouTube channel).

C. Research Procedure

The first procedure that must be carried out in conducting analytical research is to determine objectives, researcher decide on specific goals to be achieved (Fraenkel et al, as cited in Widyawardani, 2016). The second procedure is to define terms. As in all research, readers are bound to experience considerable frustration except for important terms (Fraenkel et al, as cited in Widyawardani, 2016). The third is determining the unit of analysis. In this section, the researcher must decide what to analyze, whether words, sentences, phrases, or paintings (Fraenkel et al, as cited in Widyawardani, 2016).

The researcher found the purpose of this research is to find out what rhetorical devices were used by Joe Biden in his speech at the inauguration of the President of the United States, and how the microstructure of rhetorical devices was applied in Joe Biden's speech at the inauguration of the President of the United States. The researcher also completed the next step, namely finding terms, and determining analysis. Finding terms helps researcher create guides that have an important role to help researcher classified data according to categories. Henceforth, the researcher also decided that he analyzed the sentences in the inauguration speech. The results of the analysis of the rhetorical devices used by Joe Biden during his inaugural speech in the next chapter.

D. Technique of Data Collection

Researcher took several steps in collecting data, there were 4 steps taken by researcher in collecting data. the first the researcher classified the main subject of the speech. Secondly, the researcher classified utterances related to rhetorical devices which are divided into five types such as metaphor, euphemism, rule of three, parallelism, and pronouns. Third, the researcher discussed how the main subject applies the concept of this rhetorical device related to the critical discourse analysis approach. And the last step is the researcher concluded the findings of facts related to the research problem.

E. Technique of Data Analysis

The researcher uses several steps in analyzing data based on research questions. The first steps are classifying the data, after collected data from speech, the data analyzed. Then the researcher analyzed the data. The context of selected utterances in the speech of the orator contains rhetorical devices. The data determined based on the type of rhetorical device. In addition, the data classified into metaphors, euphemisms, the rule of three, pronouns, and parallelism. This step used to answer the first research question. The second step is to describe the microstructural theory, after classified the data used the theory of rhetorical devices, the researcher will continue to answer the second research question. Used Van Dijk's microstructural theory to analyzed the speech themes used by the orator. The results of the first research question help the researcher to interpreted the theme. Theme analysis makes it easy for the reader to understood the speech. And the third step is making conclusions, the researcher concluded the findings of this study with a clear explanation based on theory and based on the researcher's interpretation.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research steps that have been described previously. In this chapter, data analysis aims to answer the research questions that have been formulated in the previous chapter, which consists of two problem formulations. The first problem is what rhetorical device used by Joe Biden in his speech at the inauguration of the 2021 United States president, and the second problem is what the microstructure of the rhetorical device is applied in Joe Biden's speech at the inauguration of the United States president.

A. Findings

1. Rhetorical Devices In Joe Biden Inauguration Speech 2021

a. Metaphor

Data	Utterance	Rhetorical devices
(2.1)	<i>“Yet hear me clearly: Disagreement must not lead to disunion.</i>	Metaphor

The word "Disagreement" in this speech means Americans who do not support Joe Biden or Americans who are against Joe Biden's victory. And the word "Disunion" in this speech means commotion or civil war in the country because of leaders who are unwanted or who are not in one party. As usual, in a country, there must be several groups or parties, here Joe Biden understands that not all citizens of the United States agree with Joe Biden becoming president, so Joe Biden reassures them with words like that. The speaker used a metaphor in that remark to express concern for the American people. Very good choice of words. Align with events that often occur, and do not seem excessive in conveying the message.

b. Parallelism

Data	Utterance	Rhetorical devices
(3.1)	<i>“We’ve learned again that democracy is precious. Democracy is fragile. At this hour, my friends, democracy has prevailed.”</i>	Parallelism

The United States has had a change of president, so this discussion on democracy was delivered by Biden. The phrase "**Democracy**" will emphasize to the audience that democracy in America still exists. This sentence repeatedly shows that President Biden's victory was carried out democratically, by the people's choice, by the people's will to vote for Biden. This sentence is very interesting because it is also a way of expressing the attitude to the people that Joe Biden's victory was democratic, honest, and not fraudulent, even though not all Americans are supporters of Biden.

c. The Rule of Three

Data	Utterance	Rhetorical devices
(11.1)	“My whole soul was in it today. On this January day, my whole soul is in this: Bringing America together, uniting our people, uniting our nation. And I ask every American to join me in this cause.”	The Rule of Three

Based on the data above, the use of the rule of three is found in speech. Speakers use it to convey important messages in their speeches. When delivering a statement, President Biden, as the speaker, used high intonation and stressed it rhetorically. This indicates that the speaker is very confident in leading the United States. Here the speaker talks about the future of America, namely "**Bringing America together, uniting our people, uniting our nation**". He used it to emphasize to the people that President Biden will fight a division between brothers, giving the best for the unity of the United States of America. And of course this speech is used to indoctrinate the American people so that they support or escort President Biden in advancing the nation, because not all people know or support President Biden.

d. Pronoun

Data	Utterance	Rhetorical devices
(15.1)	<i>“This is our historic moment of crisis and challenge. And unity is the path forward. And we must meet this moment as the United States of America. If we do that, I guarantee you we will not fail. We have never, ever, ever, ever failed in America when we’ve acted together.”</i>	Pronoun

The pronoun "**we**" has a meaning based on the speech above. The meaning of the pronoun "**we**" refers to all citizens of the United States of America. As previously explained, the pronoun "we" in the sentence above is the government and all American citizens which describes unity as the path that America must take. With unity and all American citizens doing that, America will never fail in advancing its nation, a prosperous nation, a developed nation and a peaceful nation.

2. Microstructure Of Rhetorical Devices In Joe Biden Inauguration Speech 2021

a. Graphic

Data	Utterance	Microstructure
(17.1)	<i>“Here we stand across the Potomac from Arlington Cemetery, where heroes who gave the last full measure of devotion rest in eternal peace. And here we stand just days after a riotous mob thought they could use violence to silence the will of the people, to stop the work of our democracy, to drive us from this sacred ground. It did not happen. It will never happen. Not today, not tomorrow, not ever. Not ever..”</i>	Graphic

The researcher saw a live video of President Joe Biden's speech, and in this section, Biden uses high intonation and which indicates that Biden wants to convey to the audience that he is emphasizing something in the sentence. These expressions received reactions from the audience such as applause in terms of the audience's appreciation for President Biden.

Data	Utterance	Microstructure
(18.1)	<i>“Yet hear me clearly: Disagreement must not lead to disunion. And I pledge this to you: I will be a president for all Americans. All Americans. And I promise you I will fight as hard for those who did not support me as for those who did.”</i>	Graphic

The researcher saw a live video of President Joe Biden's speech, and in this section, Biden used a low intonation and which indicated that President Biden created a serious atmosphere and conveyed an important message, these expressions made the audience listen to his speech seriously.

a. Metaphor

From these data, the researcher found that the speaker described an overview of the main important topics of Biden's speech. In this case, the researcher finds that one of the

rhetorical devices succeeds in providing an image that reflects the main purpose of the speech by showing a metaphorical expression in the word "Disagreement", his speech which says: "Yet hear me clearly: Disagreement must not lead to disunion. And I pledge this to you: I will be a president for all Americans. All Americans. And I promise you I will fight as hard for those who did not support me as for those who did." Biden took this phrase when he wanted to illustrate the purpose of his speech by sharing the story of St. Augustine. In this story, St. Augustine writes that a people is a multitude determined by the common object of their love. Defined by the common object of their love. What are the common objects that we as Americans like, that define us as Americans? I think we do. Opportunity, security, freedom, dignity, respect, honor and, yes, truth. The researcher saw a live video of President Joe Biden's speech, and in this section, Biden used a low intonation and which indicated that President Biden created a serious atmosphere and conveyed an important message, these expressions made the audience listen to his speech seriously.

B. Discussion

In this section, the researcher discusses data analysis to better understand how the results are expressed. Referring to the description of the data and the interpretation of the rhetorical devices found in the data above compared to Van Dijk's theory of social cognition, this research finds that the character of Joe Biden's speech uses rhetorical devices such as metaphors, parallelism, the rule of three and pronouns as a strategy to show that in his utterances contains power, ideology and can persuade the minds of the audience. The tools are used and supported together because the use of rhetorical devices by Jones and Peccei (2004) is connected with context and includes all data, they are used and supported together.

As the theory suggests, the use of euphemism is one way President Biden demonstrates the government's idea of rhetorically using polite words. But researcher did not find these devices in the data. The use and selection of good words and delivery of speech are some data, so there is no need for a stage to replace them. President Biden is extraordinary in this context. Without using this device, he can convey the content of his speech. Besides euphemism, metaphor, parallelism, the rule of three and pronouns play an important role in conveying speech.

The use of pronouns here such as I, You, and We helps President Biden demonstrate his strength, care, unity, and respect. It is also important to use and modify pronouns to

convince the audience which components are most important to consider as their beliefs. There are 4 pronouns found in the speech. Other rhetorical devices also appear in speech such as metaphor. There are 2 data included in the metaphor. It is also the case when the rule of three is applied in speech. There are 2 data from the the rule of three. Then, another rhetorical device is parallelism. There are 8 data from parallelism devices. This device is the most dominant used by the speaker when giving a speech.

Overall discussion, the device is mainly used to attract people in increasing people's motivation to be influenced and believe in the speaker's idea. Thus, it also helps the speaker, to persuade and establish closer communication with other audiences in controlling the minds of the audience to agree with what he is saying and what he is trying to attract the masses. By using the theory of Jones and Peccei (2004), the researcher finds that this speech has the power to control the minds of the audience, building trust to agree with President Biden's statement. Van Dijk's microstructure also helps researcher to understand how rhetorical devices are built into speech and how rhetorical devices develop rhetorically by means of speakers persuading and influencing the audience.

Microstructural analysis such as graphics shows that the use of different intonations has different reactions from the audience. Eriyanto (2001) states that in the form of speech, this expression can be formed from the intonation produced by the speaker which can indoctrinate them to concentrate more on which part is most important. This microstructure graph in spoken speech can be seen from the expression that the intonation can highlight the important message conveyed by the speaker. High intonation and giving strong emphasis on each rhetorical device reflects the strong argumentation of the speaker. This way attracts the audience and creates a reaction from them. Applause is one of the reactions from the audience. That is, the audience listens to his speech purposefully. Then, they respond if they agree with the statement that Biden made. As the speaker addressed this section of the speech, *“Here we stand across the Potomac from Arlington Cemetery, where heroes who gave the last full measure of devotion rest in eternal peace. And here we stand just days after a riotous mob thought they could use violence to silence the will of the people, to stop the work of our democracy, to drive us from this sacred ground. It did not happen. It will never happen. Not today, not tomorrow, not ever. Not ever.”* (17.1). The researcher saw a live video of President Joe Biden's speech, and in this section, Biden uses high intonation and it indicates that Biden wants to convey to the audience that he is

emphasizing something in the sentence. These expressions received reactions from the audience such as applause in terms of the audience's appreciation for President Biden.

This also applies to other speaker intonations such as low intonation. when the speaker uses low intonation it creates a serious and calm situation. Both of these ways finally reflect that the speaker can control the thoughts and atmosphere of the audience, not only for the audience but also for anyone who listens to his speech. . As when the speaker delivered this passage speech, "*Yet hear me clearly: Disagreement must not lead to disunion. And I pledge this to you: I will be a president for all Americans. All Americans. And I promise you I will fight as hard for those who did not support me as for those who did*" (18.1). The researcher saw a live video of President Joe Biden's speech, and in this section, Biden used a low intonation and it indicated that President Biden created a serious atmosphere and conveyed an important message, these expressions made the audience listen to his speech seriously.

Another microstructure that researcher found in Biden's speech is metaphor. Eriyanto (2001) states that in the form of speech expression can be formed by the speaker's intonation, which can make him focus more on which part is most important. In this case, the writer finds the main objective or main message in Biden's speech which is represented by the metaphors applied in his speech. Researcher found one underlined phrase as the main purpose of Biden's speech; it comes from the phrase "Disagreement". As in his speech, *Yet hear me clearly: Disagreement must not lead to disunion. And I pledge this to you: I will be a president for all Americans. All Americans. And I promise you I will fight as hard for those who did not support me as for those who did.*" The way the speaker illustrates what the main purpose of his speech is by showing illustrations of disagreements that have a very deep message for society. It represents the best opportunity to live in community by not turning differences or disagreements into divisions, with unity is the future rise of America.

In this study, the researcher has answered research questions related to the types of rhetorical devices in Joe Biden's speech. The researcher found 16 types of rhetorical devices, 2 pronouns, 2 metaphors, 2 rules of three and 8 parallelisms. The most dominant in this study is parallelism with 8 data found. Dominant because the speaker uses this device to make the speech more memorable and memorable, even able to interact with the

audience without changing the content of the speech, this is one of the methods or concepts to influence the masses. According to Jones and Peccei (2004), when politicians talk about important concepts of matter, they must use parallelism to make the speech easier to understand and not bore the audience.

For the discussion above, Van Dijk's rhetorical devices and microstructure are used in Joe Biden's speech. Reflecting on what happened in the United States, the speaker provided support, arguments, statements, and ideas to build and show self-confidence and motivation in starting his leadership as president, dealing with problems, and becoming a better country. Of the various ways that President Biden produced in his speech, he succeeded in using these devices and microstructures in constructing speeches to control the minds of the audience with his speeches. In conclusion, Biden succeeded in controlling the audience's minds with the rhetorical devices used in his speech.

CONCLUSION AND SUGGESTION

Conclusion

After describing, analyzing, and discussing the data, the researcher finds a brief explanation to answer the research question. First of all, the researcher found four types of rhetorical devices in Joe Biden's speech. Those types are metaphor, parallelism, the rule of three, and pronouns. The five rhetorical devices of Jones and Peccei's (2004) theory are all found in Joe Biden's speech except for euphemisms. Based on the findings, the most dominant is parallelism. This shows that Biden likes to use a similar structure in explaining and conveying the contents of speeches without changing the context. The second objective of this research is about the microstructure built by Joe Biden. The first microstructure is graphics, how the speaker pronounces the rhetorical device also affects the reaction of the audience. The use of high intonation and low intonation shows the speaker's emotions appear when delivering a speech. The second microstructure is a metaphor, Joe Biden uses this method to implicitly convey his main goal. In this phase, the audience must think hard to look in and out of the context of every utterance produced by the speaker whether it happened today, yesterday or tomorrow.

Suggestion

From this conclusion, the results of this study are useful for discussion because they provide more understanding to people who are interested in the field of linguistics.

Rhetorical studies provide more reflection on how to communicate not only to persuade the audience to agree with our argument but also the meaning and message conveyed must be innovative and creative. Therefore, we can observe the next researcher in analyzing and can provide each different paradigm, so that it has the potential to provide good data for analysis. Research only focuses on the context of political speech. It is recommended for future researchers who will conduct research, should do other research such as comparing with two different types of languages, such as economics and education. So that research does not only focus on the context of political speech and during research, the analysis is only taken from the context of political speech. It is hoped that people who research political speeches, debates or compare the two speeches will understand and learn more about them.

REFERENCES

- Bagaskoro, G. (2021). Analisis Diksi Pidato Kemenangan Presiden Joe Biden. *Jurnal Kajian Budaya, Bahasa Dan Sastra*, 01.
- Blake, A., & Scott, E. (2021). Transkrip pidato pengukuhan Joe Biden. *Washingtonpost.Com*.
<https://www.washingtonpost.com/politics/interactive/2021/01/20/biden-inauguration-speech/>
- CCN, C. Y. (2021). Watch President Joe Biden's full inauguration speech. <https://youtu.be/LGukNIEIhTU>
- Hanafi, F. (2021). An Analysis of Rhetorical Devices in George W . Bush ' S Speech. *Uin Sunan Ampel Surabaya*.
- Hanim, Z. A. (2016). Rhetorical Devices on Glenn Beck's Speech in Conservative Political Action Conference (CPAC) 2016. *Maulana Malik Ibrahim State Islamic University Malang*.
- Ismawati. (2020). Analisis Retorika Dalam Stand Up Comedy Raditya Dika. In *Ismawati (Vol. 2, Issue 1)*. Universitas Muhammadiyah Mataram 2020.
- Jones and Peccei. (2004). *Language, Society, and Power, An Introduction*, second addition. Routledge Taylor and Francis Group, London and New York.
- Li Fengjie, Ren Jia, Z. Y. (2016). Analysis of the Rhetorical Devices in Obama's Public Speeches. *International Journal of Language and Linguistics*, 4(4), 141–146.

- Mukhlis, M., Masjid, A. Al, Widyaningrum, H. K., Komariah, K., Riau, U. I., Tamansiswa, U. S., Maret, U. S., & Maret, U. S. (2020). Analisis Wacana Kritis Model Teun A. Van Dijk Pada Surat Kabar Online Dengan Tajuk Kilas Balik Pembelajaran Jarak Jauh Akibat Pandemi Covid-19. 8.
- Novianto, W. (2015). Rhetoric Analysis On The Syrian Conflict In Cnn And Al-Jazeera Selected News. English Language And Letters Departement Maulana Malik Ibrahim Islamic State University Malang.
- Nurkhamidah, N., Fahira, R. Z., & Ningtyas, A. R. (2021). Rhetorical Analysis of Joe Biden's Inauguration Address. *JL3T (Journal of Linguistics Literature and Language Teaching)*, 7(2), 73–82.
- Ramsi, I. S. K. (2019). Struktur Mikro Wacana Iklan Obat Di Televisi. Universitas Negeri Yogyakarta.
- Sulistiyarini, D. (2020). Buku Ajar Retorika. In Khaerul Ikhwan (Ed.), CV. AA. Rizky. [http://repository.lppm.unila.ac.id/20318/1/Buku Ajar Retorika.pdf](http://repository.lppm.unila.ac.id/20318/1/Buku_Ajar_Retorika.pdf)
- Swari, F. D. R. (2018). Rhetorical Devices Representing Power Relation For Group Affiliation On 2016 U.S Presidential Debate. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Syarif, S. (2015). Rhetoric Analysis Of Michelle Obama's Speech At The Democratic National Convention On September 4th 2012 A. Alauddin State Islamic University (UIN) Makassar.
- Widyawardani, Y. I. (2016). Rhetorical Analysis Of Donald Trump's Presidential Candidacy Announcement Speech. Sanata Dharma University.

THE EFFECTIVENESS OF USING ROLE PLAY STRATEGY TO TEACH SPEAKING

¹ Mesi Fauzya

¹ Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

¹*mesifauzya17@gmail.com*

² Mukminatus Zukhriyah

² Universitas Hasyim Asy'ari Tebuireng Jombang, Indonesia

²*zoehrea@gmail.com*

Abstract: This study intends to ascertain whether students' speaking abilities have improved both before and after being instructed utilizing a role-playing technique. A pre-experimental design is employed. This study was carried out at SMPN 1 Jombang. Students in class VIII-A at SMPN 1 Jombang during the academic year 2022–2023 served as the study's samples. Through SPSS V.25, the researcher ran a t-test to assess the data. Pre-test and post-test scores were obtained by the researcher after data collection. The average pre-test score was 43.91, while the average post-test score was 52.08. The researcher then used the t test to assess the data, with a Sig. (2-tailed) result lower than 0.05. H_a is seen as acceptable, it can be said. Several conclusions were drawn from the data analysis, including that there were considerable variations between students and that the students' speaking abilities before and after employing a role-playing technique for instruction were still less obvious. Before and after employing role-playing techniques to teach speaking abilities. Thus, it can be said that the role-playing technique works well for enhancing speaking abilities in SMPN 1 Jombang pupils in class VIII-A.

Keywords: *Effectiveness, Pre-experimental Research Design, Role Play Strategy, Speaking*

INTRODUCTION

As an international language. English makes a strong contribution to our daily life. Mastering English is not an easy thing. The students need to be trained intensively. Someone who's earlier learn a language, the better he masters that language. Fatimatuzzahro (2015), states that the learning a language can strengthen as a habit. The more they practice English, the better they will master English.

According to Basit (2019), human beings need to communicate in order to survive. Making use of language An important part of expressing a goal between people is through communication. It is not sufficient for students to acquire words, phrases, and grammatical

rules if they want to produce language in their daily conversation or for interaction with others in English because language is essential for communicating. Therefore, it is recommended that everyone develop their speaking abilities. so that they have effective communication Writing is one of the most crucial talents to master when learning English because it is both an academic skill and a skill that can be applied to any vocation. One of the fundamental abilities that every student needs to acquire is writing (Huy, 2015). Students are required to communicate their ideas in writing. In order for readers to grasp their work, they must explain their original ideas. The most challenging and complex language abilities to learn are regarded to be written language skills. To come up with ideas, words, sentences, paragraphs, and composition for writing, one must work hard.

Speaking is one of the English language talents or abilities, according to Muzammil (2015), that allows us to express our thoughts, make comments, reject the viewpoints of others if they differ from our own, as well as ask and respond to inquiries. There are currently a lot of study program students enrolled in English education who do not yet have good speaking abilities sufficient to demand the proper method or technique of learning that can help them develop their speaking skills.

Based on the researcher's interview with an English teacher at SMPN 1 Jombang, the researcher came to the conclusion that many students still find it challenging to practice speaking, particularly in speaking English, in English-related classes. The lack of enthusiasm in pupils' English classes is one of the barriers to their ability to communicate in English. This lack of student interest is caused because the learning process taught by the teacher feels monotonous. This makes students bored so that students' lack of interest in English lessons. Since then, many teachers, especially English teachers, have had to create interesting classes with several techniques, methods, and materials to encourage the success of language skills learning activities, especially speaking. This makes a variety of strategies possible. Teachers might utilize role-playing techniques to help students talk more clearly. The playing role will provide opportunities for students to practice speaking in different social roles, so it is very important to use this strategy in the teaching process of speaking.

LITERATURE REVIEW

According to Neupane (2019), speaking is one of the basic abilities in English that students can use to interact with others and accomplish a variety of objectives. By speaking, students can convey or clarify their opinions, ideas, and visual emphasis. The most used dialect talent by students talking. By speaking, students can express their considerations and arrange words into phrases/sentences related to the subject. Speaking can require students to create a specific dialect focus such as linguistic use, articulation or lexicon, and be able to understand why, when and how to create a dialect.

Speaking abilities are exceptionally critical for understudies in learning a moment dialect or remote dialect to communicate in way of life. Ukhrowi (2022) states that composing in a outside dialect is troublesome for understudies. Writing requires a prepare of considering where students have to be. think of thoughts to form extraordinary writings and stories. Understudies who cannot uncover the things they need to specific can make them troublesome to communicate with other individuals and will result in a terrible relationship.

According to Parura (2022), it is very difficult to talk in a foreign language. To speak in a foreign language, a student must grasp the language's sound system, have practically instant access to the right vocabulary, and be able to put words together comprehensibly with little hesitation. To preserve goodwill or to meet their communication objectives, they must also be able to grasp what is being said to them and respond properly.

Speaking a dialect can be a skill, thus it can be extremely difficult for teachers to equip their pupils to speak English both inside and outside of the classroom, according to Shalehah (2021), who claims that English is one of the essential subjects that instructors should teach. Teachers have to learn how to administer a course because they must ensure that students participate in class activities, which is crucial given that most public schools in Indonesia sometimes have large class sizes.

Based on the aforementioned views, it can be said that speaking is one of the language skills, which are actions involving two or more people that include oral expression or communication of opinions, thoughts, and ideas. Content, organization, grammar, pronunciation, and fluency are the speaking aspect skills (Junaidi, 2011).

According to Nuzula (2018), role playing can be a classroom activity that allows students the chance to practice their language skills, behavior expectations, and any real props they might need outside of the classroom. As a result, students would be exposed to a variety of

situations where they would act out roles as either themselves or other people, and they would need to speak in a dialect that is appropriate for the situation and social context in which they are acting.

METHOD

Pre-experimental research design is a key component of the experimental research approach used in this study. The focus of pre-experimental designs is on group or classroom learning that has an experimental outcome (for instance, class alone). All eighth grade students at SMPN 1 Jombang, which has eight courses totaling six classes, make up the population for this study.

The sample for this study was VIII A, which consisted of 30 students from SMPN 1 Jombang Grade VIII in the academic year 2022–2023, 16 of whom are boys and 14 of whom are girls. The researcher selected VIII A because, in the opinion of the English teacher who was instructing the class, VIII A had a mediocre level of English competence. This class is the appropriate one to be the subject of the investigation, in the opinion of the English teacher. The researcher thus makes use of a sample from class VIII A.

The teacher will ask each student to speak in turn during an oral test or speaking test, which the researcher will utilize as a tool for gathering data. Because this study is quantitative, the researcher will utilize statistical method to analyze the data. Data from the pretest and posttest are used. The test will be administered orally both before and after the lesson utilizing the role-playing strategy. The researcher divided the answer into four categories before calculating the test results for the pupils. Fluency, pronunciation, and vocabulary are important factors.

In order to determine whether or not the test questions can be utilized to gauge the aptitude of class VIII A pupils, this is necessary. The test can be used in the study process once the researchers have results showing that it is legitimate. Records from the pretest and posttest have been compiled, and mean, median, and mode descriptive statistics have been used to calculate them. The next step is to use a paired sample t-test to assess the pretest and posttest findings if the researcher determines that the mean results of the pretest and posttest are different. However, the researcher first computes the results of the pretest and posttest using the normality test before analyzing the findings of the pretest and posttest using the paired sample t-test. For the calculations, researchers use SPSS version 25.

FINDINGS AND DISCUSSION

Findings

1. Students' Speaking Skill Before Being Taught Using Role Play Strategy

The purpose of a pre-test is to gauge a student's speaking ability before using a role-playing technique to help them. A brief verbal description served as the pretest in this study, which was conducted by researchers. However, prior to administering the Class VIII A pretest. To check if the wording used in the pretest questions could be understood or not, the researcher first ran a readability test on Class VIII B. All pupils chose "yes" in the offered column after the readability exam, which revealed the outcome. This indicates that test questions that are utilized as pre- and post-tests can be considered to be appropriate. The appendix readability test results contain an example of an additional readability test. The pre-test had a range of scores, with 54,1 being the highest and 29,1 being the lowest. The pre-test has an overall score of 1141. It is clear that the student's speaking ability was still mediocre prior to the treatment.

2. Students' Speaking Skill After Being Taught Using Role Play Strategy

The post-test took place on Friday, August 19, 2022. According to the researcher's post-test findings, class VIII A students' speaking abilities have improved, particularly in the areas of fluency, pronunciation, and vocabulary. According to the aforementioned data, there were a total of 26 students. It demonstrates that 52,08 is the post-test mean. The highest post-test score was 62,5, while the lowest pre-test score was 33.33. The post-test's overall score is 1354. It is clear from the student's score that his or her comprehension of the information given after treatment is improving. This understanding is determined by three factors: vocabulary, pronunciation fluency, and pronunciation accuracy.

3. The Significant Difference Between the Students' Speaking Skill Before And After Being Taught Using Role Play

The purpose of the following study is to determine whether adopting role-playing techniques to teach speaking skills to class VIII students makes a meaningful difference. The researchers used the SPSS V.25 and the paired sample t-test technique to evaluate the data using an SMPN 1 Jombang. Pre-test scores on average were 43,91, while post-test scores on average were 53,08. Pretest median value was 45,83; posttest median value was 53,08. Pretest mode value was 50, while posttest value was 58. The pretest's minimum value was 29,17, and the post-test's minimum value was 33,33. The pretest's maximum score was 54,17, while the post-test's maximum score was 62,50. based upon The students'

post-test scores were greater than their pre-test scores, as shown in the descriptive statistics table. Normal values are calculated after the descriptive analysis. To determine if the data was normal or not, the researcher performed a normality test. The data is considered normal if it displays more than 0,05. It may be inferred from the preceding table that the residual value has a normal distribution because the significant value of the normality test is $0.058 > 0.05$. The results indicate that the mean pre-test and post-test scores were (8,17), standard deviation was (12,38), and the mean standard error was (2,42). While the higher difference (3,16), the lower difference (13,17). The t test's findings were (3,36), with a df of 25 and a significance level of 0.002.

The outcome of the t test, which compares the t count with the t table, yields a score of 2,060 for 5% standard significance and 2,787 for 1% standard significance, where $df = 25$. With $t_0 = 3.36$, the null hypothesis is rejected because it exceeds the t table (in this example, the minus symbol is discarded at a conventional significance level of 5% and at a significant level of 1%). When adopting a role-playing method, there is a considerable average difference between the outcomes of the pretest and posttest. Thus, it can be concluded that teaching speaking to class VIII A students at SMPN 1 Jombang is effective when role-playing is used.

Discussion

Students' lack of confidence in their ability to speak English is one of the factors contributing to their poor speaking abilities. This is a result of students' fear of making mistakes. In order to increase pupils' self-confidence, the researchers used a role-playing technique. There were three phases of the research. The first step was conducting a speaking proficiency exam on students before to treatment using a role-playing technique. The second was to treat students by using role-playing techniques. And in the third, after therapy, a post-test was administered to the pupils in order to assess their speaking abilities. We can infer from the results that the students' pre-test mean was 43.91. This demonstrates the students' poor oral communication skills. In order to treat kids utilizing a role-playing method, researchers performed study. Due to their lack of motivation in learning English, students' speaking abilities are lacking.

According to the results, the accuracy structure of 26 students' pre-test mean scores ranged from 43.91 to 52.08 on the post-test. The total number from the pretest's 1141 to the posttest's 1354 was likewise obtained by the researcher. The findings of the pupils'

pretest and posttest demonstrate a difference. Students become active, cooperative with their friends, and like learning when teachers use role-playing techniques. The growth in students' speaking abilities demonstrates this. According to the learning outcomes, students' grades improved as a result of the role-playing technique.

According to the results, the accuracy structure of 25 students' pre-test mean scores ranged from 43.91 to 52.08 on the post-test. This investigation discovered that the p-value (0.002) at the significance level (0.05) was (0.000.05) and that the t-value > t-table (3.364 > 2.060). This demonstrates the difference between speaking test scores obtained before and after role-playing-based instruction. Based on hypothesis testing, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is disproved. Students' speaking abilities can be improved by adopting role-playing techniques when teaching speaking. Students that adopt the role-playing technique are engaged in their education and enjoy speaking up during class.

CONCLUSION AND SUGGESTION

Conclusions

The purpose of this study was to determine whether adopting role-playing techniques to teach speaking in SMPN 1 Jombang's VIII A class made a discernible effect. The researchers came to the following conclusion after explaining the data presentation and analysis are as follows: the students' speaking ability before being taught using role playing was low, then, became high after being taught using role playing. Meanwhile, there was a significant difference between the students' speaking ability before and after being taught using role playing.

Suggestions

Based on the research findings above, the researchers would like to give suggestions to the teacher, the school and the future researcher. Thus, the researchers suggest that the teacher should keep utilizing role play as a method of instruction that might aid in the delivery of the subject. Meanwhile, the school should consider to provide many kinds of strategy to support the teacher and student in learning and teaching activity. Then, it is hopefully that this research can be used to be additional reference for the next researcher with different framework, design and discussion in the future.

REFERENCES

- Akhsan, M. (2018). Penelitian pre eksperimen. <https://penalaran-unm.org/penelitian-pre-eksperimen/>
- Aldhionita, L. (2015). A case study about the lack of students' interest in learning english. Universitas Nusantara PGRI Kediri Articles, 9.
- Asfar, S. (2021). Metode pembelajaran role playing sebagai pendukung siswa dalam memperkuat vocabulary. <https://www.kompasiana.com/4330020005shafiraasfar5615/61a0a67062a704121e3e4593/metode-pembelajaran-role-playing-sebagai-pendukung-siswa-dalam-memperkuat-vocabulary>
- Basit, A. A. (2019). Improving English Speaking By Using Role Play To Seventh Grade of Smpn 8 Cimahi in Academic Year 2016/2017. PROJECT (Professional Journal of English Education), 1(2), 57. <https://doi.org/10.22460/project.v1i2.p57-62>
- Bedoura, S. (2021). Overcoming fear to improve english speaking skill. International Journal of Research and Innovation in Social Science, 05(12), 17–27. <https://doi.org/10.47772/ijriss.2021.51202>
- Fatimatuzzahro, A. (2015). The Use Role Play To Improve Students' Speaking Ability At the Eight Grade of SMP DU 1 Jombang In Academic Year 2014/2015. 86.
- Hasanah, U. (2020). Meningkatkan speaking skill dengan metode role playing. <https://radarsemarang.jawapos.com/artikel/untukmu-guruku/2020/07/10/meningkatkan-speaking-skill-dengan-metode-role-playing/>
- Hayanti, N. (2020). Lancar berbicara bahasa inggris dengan teknik role play. <https://radarsemarang.jawapos.com/artikel/untukmu-guruku/2020/08/04/lancar-berbicara-bahasa-inggris-dengan-teknik-role-play/>
- Junaidi. (2011). Using Critical Debate Technique To Improve Students ' Speaking Ability Written To Fullfill One Of Requirements Of Graduate Degree Of English Education.
- Khalizah, siti nur. (2021). The Effect of Speaking Skill By Using Snowball Games (A Pre-Experimental Research Design at the 8.
- Kimura, M. (2020). Introduction to Population Genetics. August, 85–101. https://doi.org/10.1007/978-981-15-6165-8_6
- Koltai, A. (2012). Tips to enjoy english learning.

- <https://www.myenglishteacher.eu/blog/do-you-enjoy-learning-english/>
- Muzammil, L. (2015). Model pembelajaran speaking dengan melihat video berbahasa Inggris yang menggunakan subtitle L2. 1–11.
- Neupane, B. (2019). Effectiveness of Role Play in Improving Speaking Skill. *Journal of NELTA Gandaki*, 1(1992), 11–18. <https://doi.org/10.3126/jong.v1i0.24454>
- Nuzula, K. F. (2018). The Effectiveness of Role-Play In Teaching Speaking Skill To the Eight Students of SMPN 3 Tangsel Faculty of Educational Sciences.
- Parura, J. mentari. (2022). The effectiveness of using role play strategy to improve speaking skill.
- Ratnasari, L. (2015). the Effectiveness of Role Play in Teaching Speaking To the T Enth Grade of Smkn I Ngasem Academic Year 2014 / 2015. 1–8.
- Rohmah, H. (2015). Error analysis on mispronunciation of spoken language. *منشورات جامعة دمشق*, ١٩٩٩ (December), 1–6.
- Rohmatillah. (2014). A study on students' difficulties in learning vocabulary. *Jurnal Raden Intan Lampung*, 3(1), 69–86. <http://repository.unej.ac.id/handle/123456789/18942>
- Seyvk, M. (2016). Speaking using role play.
- Shalehah, akna rahma. (2021). Students' Speaking Achievement At Eight.
- Spanda, N. (2013). How languages are learned. 1–260.
- Sugiyono. (2016). Metode penelitian kuantitatif, kualitatif, dan R&D.
- Suhardi, D. (2018). Cooperative learning model. <https://jendela.kemdikbud.go.id/v2/berita/detail/cooperative-learning-model-solusi-peningkatan-kualitas-hasil-belajar-dan-pembentukan-karakter-siswa>
- Sulistyorini, N. E. (2020). Penerapan role play strategy dalam pembelajaran bahasa inggris. *Jurnal Ilmiah WUNY*, 3(2), 51–60. <https://doi.org/10.21831/jwuny.v3i2.43083>
- Sunardi. (2013). Teaching speaking ability through role play. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(1), 1–14.
- Syafira, A. (2021). The implementation of speaking teaching skill through role play method at eight grade students of SMPN 05 Jember in 2021/2022 academic year (Issue June).

- Tasropi. (2020). Menghidupkan suasana belajar bahasa inggris secara aktif. <https://radarsemarang.jawapos.com/artikel/untukmu-guruku/2020/09/04/menghidupkan-suasana-belajar-bahasa-inggris-secara-aktif/>
- Ukhrowi, W. B. (2022). Improving Students' Speaking ABILITY Vocabulary Through Role Play Model For ESP Students. 6, 1–5. <https://doi.org/10.26418/jurnalkpk.v6i1.54513>
- Umari, nadia intan. (2021). Rendahnya minat pembelajaran bahasa inggris yang dianggap sulit untuk dipelajari. <https://www.kompasiana.com/nadiaintanumari8683/6130fc200101903b6c40ced2/rendahnya-minat-pembelajaran-bahasa-inggris-yag-dianggap-sulit-untuk-dipelajari?page=all#section1>
- Zulfitri. (2020). Faktor–faktor yang mempengaruhi kesulitan berbicara bahasa inggris. 580–589.

AN ANALYSIS OF STUDENTS' INHIBITION IN SPEAKING ENGLISH PERFORMANCE

¹Feri Ferdiyanto

¹Universitas Islam Zainul Hasan Genggong, Indonesia.

¹feriferdiyanto99@gmail.com

²Ainaiyah Shabrina Suciati

²Universitas Islam Zainul Hasan Genggong, Indonesia.

²ainaiyahshabrinas@gmail.com

Abstract: Speaking is one important skill to be increased and enhanced as tool an effective communication. Speaking English is very challenging for senior high school students. Speaking skill is regarded the most difficult aspect in English language learning. This paper aims to find the inhibition faced by senior high students. This study was conducted by qualitative research to identify the students' speaking performance challenges. The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, and record reviews. The findings of the study revealed that the factors that caused inhibition in speaking performance among students were not only related to the students themselves, but also to the teachers as well. To lessen inhibition, the participants also reported that both teachers and students should do different tasks or find ways to lessen inhibition both inside and outside the class during the process of learning English speaking skills.

Keywords: *Students' inhibition, factors, speaking*

INTRODUCTION

Now days, Language is a very accurate and effective communication tool to start an activity between people. According to Bukart (1998, p. 36), language serves both transactional and interactional functions; it is used not only to communicate but also to relate to and develop relationships with others. Language is necessary for successful communication and expression of ideas and feelings in both spoken and written form. Language expansion could be utilized to share information about education, technology, and even tourism. Furthermore, Language, according to Chomsky (as cited in Nawaz et al., 2015, p 1), is a set (finite or infinite) of sentences, each finite in length and produced from a finite set of constituents of speech. Humans utilize language as a communication tool to communicate and engage with one another. People might convey their thoughts and feelings through language.

People all throughout the world speak a variety of languages. One of them is English. In today's society and globalization era, mastering English as a foreign language is critical. English is the twenty-first century's lingua franca, used by people all over the world to interact with one another. (Sindik & Bozinovic, 2013, p. 8) It makes no difference from which country someone comes; they almost always utilize English to speak with foreigners. Because of the aforementioned reasons, English is taught to Indonesian students from elementary school through university in order to improve the quality of the country's people resources. (Wulandari, 2010, p. 4).

The international position of English is one of the primary factors contributing to the rise of English's relevance in Indonesia. Furthermore, in today's age of globalization, the interconnection of nations and countries necessitates the use of a global language, and no language qualifies better for this than English. According to Nawamin (2012, p. 117), English plays a critical role in the global community as the primary means of communication. Some people who do not speak English as their first language use it in their daily life. The majority of these people live in nations where English is necessary for external purposes, such as communicating and doing business with people from other countries and keeping up with business advancements. In this case, speaking skill is absolutely needed to be mastery by people.

In addition, the school ensured the students' mastery of spoken English abilities by offering three hours or more of general English classes every week. Basically, they have really enough time to master speaking skill. But, in real life there are many students faced difficulties in speaking. While learning English is vital, the efforts made to help students grasp spoken English are even less so. According to Al Hosni (2014, p. 26) and Tuan and Mai (2015, p. 9), speaking difficulties can be caused by four factors: (1) inhibition, which stems from students' fear of making mistakes, (2) students having nothing to say, (3) low or uneven participation due to speaking class's limited discussion time, and (4) excessive use of the mother tongue.

To discuss inhibition, First and foremost, a definition of self-esteem is required. Coopersmith (1967) defines self-esteem as "the evaluation that individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy," as cited in Brown (2000, p.145). In a nutshell, self-

esteem is a personal assessment of one's worthiness as shown in one's views toward oneself. It's a personal experience that the person shares with others through verbal reports and other overt expressive actions. Abedini and Chalak (2017) states that is why, in recent years, the term "inhibition" in English speaking performance has become a hotly discussed topic among language teachers, linguists, and scholars.

Despite the fact that research is beginning to shed light on the elements that cause inhibition in students' speaking performance, few studies on inhibition have been undertaken at the tertiary level in Indonesia. So, the researcher tries to find the inhibitive factors in the speaking of students' performance.

LITERATURE REVIEW

Speaking is one of the abilities that students must master when learning English. Speaking is characterized as a tool that allows students to participate in class activities while also allowing them to express themselves and their opinions. Furthermore, he claims that speaking encourages learning. The opportunity to talk during listening and reading exercises allows kids to learn new language basics that will be necessary in the future to communicate. Furthermore, he describes speaking as "the exhibition of a speaker's ability; speaking demands language learners to activate their knowledge in order to generate a message" (p. 272). According to Farooq (2015) and Yu (2009), the primary goal of language instruction is to give students opportunities to speak in a foreign language. However, acquiring English speaking appears to be a difficult task for kids. Speaking requires interpersonal skills in order to explain how we feel, think, and judge one element of life (Mahripah, 2014). As a result, many EFL students are disappointed by the fact that, despite having studied English for many years in school, they still find it difficult to utilize it in conversation. This is exactly what occurred to Indonesian students learning English. They begin learning English at a young age in elementary school for six years, then continue for another six years in junior and senior high school, but their English language acquisition is badly inadequate, notably in the speaking area.

Mohseni and Ameri (2010, p.44) divided speaking inhibition performance into two kinds are cognitive and affective factors. Cognitive factors include grammar, vocabulary, and pronunciation while affective factors are lack of motivation, shyness, self-confidence, self-esteem, language ego, classroom interaction, and fear of language evaluation.

METHOD

Research Design and Setting

The researcher in this study employed qualitative research to identify the students' speaking performance challenges. The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, and record reviews (Gay, Mills & Airasian, 2006). This study is a qualitative one because the researcher carefully examines participant data to obtain the whole image of a phenomenon that occurred in its natural setting (Creswell: 1998). Patton (1990), in agreement with Creswell, notes that "qualitative methods often generate a plethora of specific information about a far smaller number of people and instances." Additionally, the procedures for conducting qualitative research include gathering, analyzing, and interpreting narrative and visual data, also known as non-numerical data, in order to give the researcher a comprehensive understanding of the natural event that piques their interest (Gay, Mills, & Airasian, 2006).

Participants

Students from the MA Ibrahimy Mlandingan Situbondo East Java Indonesia 10th Grade are the focus of this study. Twenty pupils are enrolled in the class overall, but the researcher is only taking eighteen of them. The two students who were only occasionally present in the speaking class were the reason for only enrolling eighteen students; as a result, they rarely participated in speaking exercises in class. The researcher believes he can achieve the goal of qualitative sampling, which in this case uses purposive selection to select participants who may provide detailed information relating to the researcher's needs, by having only eighteen students who are actively participating in the speaking class (Gay, Mills & Airasian, 2006).

Research Instrument

One of the most important components for the researcher to evaluate the participants and obtain the data he requires for his research is the research instrument. In this instance, the researcher acts as the primary tool for examining the phenomena that emerged during the speaking exercises that the students completed in the classroom. According to Bogdan & Biklen (1992), one of the hallmarks of qualitative research is that the researcher likes to look into the natural setting of his investigation. Additionally,

the researcher utilizes a videotape so that he can replay the footage as times as needed in order to gain a clear picture of the participants' oral performances.

Data Collecting Techniques & Procedures

The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, questionnaires, and record reviews (Gay, Mills & Airasian, 2006). In this study, the researcher first watches the participants in-person while they speak in front of the class during speaking exercises. Second, in some cases, the researcher uses field notes to supplement her firsthand observation in order to document every incident that occurs during speaking activities.

FINDINGS AND DISCUSSION

Findings

One of the most important aspects of the English language is speaking. The speaking aspect is very important in communicating with each other. In this case, one of the main objectives of learning English is so that students can communicate in English well and correctly and fluently in pronunciation. The assessment procedure in the speaking aspect is divided into several parts; grammar, pronunciation, English vocabulary language. Of the four components that have been mentioned the most important role is vocabulary because if the student does not have a lot of vocabulary then the student will certainly not be able to speak English and this is followed by grammar which has the main role after vocabulary, in this case grammar is used to arrange the types of sentences so that they are arranged clearly and precisely so that the listener or object that is being easily discussed to be understood by the interlocutor. So the structure that really needs to be familiarized and sharpened continuously is to memorize the vocabulary and after that it is practiced.

When collecting targeted data through interviews one by one, many students found it very difficult to adapt to English and felt that it was impossible, as for the frequent factor in this incident is that most of them do not memorize a certain amount of basic vocabulary in advance, but they immediately taught such a difficult vocabulary that students claim English is very difficult. So in this case the teacher must be sensitive to the student and must know the student's abilities privately so that in this way the student will think

positively and more easily understand English. This can be briefly explained when students find it difficult to practice their speaking skills as follows:

a) Vocabulary

Vocabulary means list of words their meaning. People cannot communicate effectively or express their ideas both oral and both written form if they do not have sufficient vocabulary. Without grammar only little word can be conveyed, but without vocabulary nothing can be conveyed.

In this observation, the teacher gives the topic and then the students form groups A and B. During this activity students are allowed to repeat vocabulary, the purpose here is to train the student's tongue to be fluent in English vocabulary. Then the teacher explains the structure and generic language simply and little by little.

When I interviewed several students, there were some students who felt lacking vocabulary, as the results of the interview below:

"I'm poor in vocabulary, less vocabulary and fear of being wrong." (student #1).

"Lack of vocabulary and I do not practice it every time." (student #2)

The first problem is lack of vocabulary, This is a major problem for students, and the majority of students realize that they were not good at English vocabulary, because according to them English is a foreign language that is rarely used in their daily activity, English vocabulary is too large that it is difficult to memorize, thus make them felt difficult and could not arranging words when speaking English., most students lack the willingness to learn and practice speaking English. Therefore, when students want to be fluent in speaking English, they must increase patience and practice or practice both doing practice with friends and with teachers. If students always practice speaking English, they will be familiar with English and easy to speak according to what has been practiced and speaking was really difficult to do for their low vocabulary knowledge, they knew what they were about to say, but they found it was difficult to express in different language. Somehow, some words which have same meaning can have a different context, or even different in appropriateness. However, the learners have to know vocabulary context, and word choice in sentence in order to arrange an appropriate sentence.

b) Pronunciation

Pronunciation is the ways students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student

does not pronounce a word correctly, it can be very difficult to understand him/her. on the other hand, if students make grammatical mistakes e.g.in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood. At the results of observations at this stage, the student is required to repeat the voice guided by the teacher.

The teacher guides the pronunciation of the vocabulary and then the student repeats the vocabulary that has been spoken such as basic vocabulary including windows, holidays, day names, human limbs, and so on. Then the teacher connects the vocabulary into a complete sentence. The teacher is also active in explaining in detail how different the writing and reading. When I interviewed several students, there were some students who felt lacking pronunciation, as the results of the interview below:

"I am afraid of being laughed at by other students when mispronounce. cause written in English differently from the way it is pronounced." (student #3)

"there are different way to pronounce the word. It's difficult to remember." (student #4)

The second problem is lack of pronunciation, students had lack of pronunciation because they really did not master the correct pronunciation, according to them the words in English are different when spoken. And the students agree if they did not know to pronounce English correctly is one of the problems they face in learning speaking, the students felt anxious when they spoke English. Mostly, they were afraid of making mistakes, either in pronunciation or in the sentence they were going to say. Some of them also were afraid of being judged at by their friends. The higher anxiety the learners feel, the more it gives them negative impact in believing themselves on their speaking capability. When they speak English without any preparation, their anxiety even does get worse, their confidence even gets lower as they are afraid of making mistakes. The more they feel the tension in performance, the nervousness does take its place, lead to the difficulty of their speaking ability. In fact, the result of their performance also becomes their psychological inhibition as they are afraid to listen other's people judgment towards their speaking performance in the classroom, and it gets worse as they are well-aware of their poor performance/unprepared performance. It makes them unconfident, afraid to do eye-contact with the audience, and afraid to make mistakes.

c) Grammar

The Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

In the results of observations at this stage, researchers found many errors in grammar, this happened because seventh graders were still in the stage of introducing grammar and even some students who did not know at all what grammar is, it became because students were lazy and felt bored with the formulas that the teacher had given such as past tense.

When I interviewed several students, there were some students who felt lacking grammar, as the results of the interview below:

“I can’t imply the grammar. It’s very difficult, because there are many formulas.”
(student #5)

“Grammar is difficult thing to remember.” (student # 9)

“The tenses make me confused.” (student # 12)

The third problem is lack of grammar, students still have difficulties and are even very unfamiliar with grammar, this is because students are still not familiar with grammar and are not used to learning grammar in English lessons. Factors that often occur when students learn grammar are that students feel difficulty in memorizing and practicing formulas in grammar and students also feel fear and shame when doing grammar questions because their classmates laugh at them if the answer has errors.

Discussion

1) Factors of students having difficulty in speaking English

In this section, based on interviews that have been conducted by researchers to class tenth students of MA Ibrahimy. most of them have difficulty speaking English because they think English is difficult and strange and there are some students:

a. Lack the motivation to learn English from their environment.

The factor problem is lack of motivation, even though only 44% students had lack of motivation in learning speaking, but it is very affected with their speaking ability, so they cannot arrange a sentence to speak English and make their speaking not fluent, the students’ social environment. The students’ environment did not support them in speaking, because they live in the village, so their neighbors and friends were native

Javanese and often used Javanese. Therefore students cannot practice speaking and feel difficult when learning speaking in class.

b. Factor that also occurs is the lack of practice.

The factor is practice. The students revealed that the teacher did not give them a sufficient time of practices, and the teacher barely did two-ways communication that the students could only listen to the teacher. The low chance of speaking the target language will cause learners to get difficulties in speaking, and their dialect of mother tongue will affect their language learning. Therefore, a chance of speaking the target language is very important to improve their speaking skill. Therefore, as a language teacher, the teacher has to find a solution for the learners where they can practise their speaking skill as much as possible. Moreover, insufficient chance of speaking the target language will affect their language learning as it makes learners not to be fluent in a short time.

c) They are not confident in their abilities when speaking English.

The factor is shyness and lack of confidence, shyness and lack of confidence is the same thing because when the students feel shy to speak English, it means the students' lack of confidence. And this issue still relates to students' fear to make mistakes, because when students make a mistake when speaking English in front of their friends, they will feel shy to speak English.

CONCLUSION AND SUGGESTION

Based on the results of research above, researchers concluded that there were difficulties faced by students in speaking performance as follows:

- a) Lack of vocabulary.
- b) Students' difficulty in pronouncing words.
- c) Lack of understanding Grammar.

And besides that, there are three factors that make speaking felt difficult for students as follows:

- a) Many students think that English is difficult and some even say English is strange
- b) Lack of motivation from the environment, both from family and friends.
- c) Lack of confidence.

Suggestion

- a) For students

1. The students should more practice speaking in their daily life and explore their ability in speaking confidently and enjoy during the speaking class.
2. The students should be more active and have the motivation to learn and practice their English, especially in speaking.
3. The students should improve their vocabulary, grammar, pronunciation and meaning by using a dictionary or google translate that can be easily used in their speaking activity.

b) For Teachers

1. The teacher should not teach the students by using mother tongue when learn English especially in speaking, so that the students can improve their speaking.
2. The teacher should make the learning process more fun and interesting. So, the students cannot be bored in teaching learning process and teachers to continue to provide motivation and learning support to students, and continue to train their students to practice speaking English.

REFERENCES

- Abedini, F. & Chalak, A. (2017). Investigating the inhibitive factors in the speaking of Iranian EFL learners. *Journal of Applied Linguistics and Language Research*, 4(6), 82-97.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Bogdan, Robert C. & Biklen, Sari Knopp. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. MA: Allyn and Bacon.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Third Edition). New Jersey: Prentice-Hall, Inc.
- Bukart, G. S. (1998). *Modules for professional preparation of teaching assistant in foreign languages*. Washington, WA: Center for Applied Linguistics.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: Freeman.
- Creswell, John W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, California: SAGE Publication Inc.
- Farooq, F. U. (2015). Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP University Level. *International Edu*

- cationStudies*,8(4),179-191.
- Gay, L. R. Mills, Geoffrey E, & Airasian, Peter. (2006). *Educational Research:CompetenciesforAnalysisandApplications*.Columbus:PearsonMerrillPrenticeHall.
- Mahripah,Siti.(2014).*ExploringFactorsAffectingEFLLearners'SpeakingPerformance:FromTheoriestoPractice*.ProceedingsofThe3rdUAD TEFLInternationalConference.Yogyakarta.OrganizedbyEnglishEducation Department, Universitas Ahmad Dahlan. ISBN: 978-602-18907-1-4.
- Mohseni,A.&Ameri,A.(2010).InhibitionrevisitedinEFLlearning/teaching.Journal of language and Translation. Vol. I No. I, Spring 2010. Retrieved onJanuary,17th, 2022. From <http://www.SID.ir>.
- Nawaz,S., Umar,A., Tabasum,M., Zaman, M., Batool, A., & Aslam, S.(2015).Difficulties facing by the students of L1 in adapting L2. *EuropeanJournal ofEnglishLanguage,LinguisticsandLiterature*,2(2),1-6.
- Nawamin,P. (2012). Needs analysis of English language us in tourism industry.*The8thinternationallanguageforspecificpurposes(LSP)seminar-aligningTheoreticalKnowledgewithprofessionalpractice*,66,117-125.
- Nelson, S. (2000). Teaching Collaborative Writing and Peer Review Techniques to Engineering and Technology Undergraduates. In *Proceedings-Frontiers in Education Conference, 30th Annual*. Kansas, MO, USA. <https://doi.org/10.1109/FIE.2000.896636>
- Sindik, J & Bozinovic, N. (2013).Importance of foreign language for a career intourism as perceived by students in different years of study. *Vietz-Tuzla-Zagreb-Beograd-Bukarest*.15(31),1-13.
- Tuan,N.H.&Mai,T,N.(2010).Factorsofteachingstudents'speakingdifficulties at Le Then Hien High School. *Asian Journal of EducationalResearch*,3(2),8-23.
- Wulandari,R.(2010).*Englishspeakinglearningproblemsfacedbythestudentsat the first year of SMPN 1 Tirtomoyo, Wonogiri* (Undergraduate thesis).UniversitasMuhammadiyahSurakarta,Surakarta,Indonesia.
- Yu, M. (2009).*Willingness to communicate of foreign language learners in a Chinesesetting*.Unpublisheddoctoraldissertation,FloridaStateUniversity,Florida,U.S.A.

THE EFFECTIVENESS OF USING MONOPOLY GAME TO TEACH VOCABULARY AT SMP NAHDLATUTH THALABAH

¹Vrischa Ayu Windyasih

Universitas Hasyim Asy'ari, Jawa Timur, Indonesia.

vrischaayu410@gmail.com

²Maskhurin Fajarina

Universitas Hasyim Asy'ari, Jawa Timur, Indonesia.

emifajarina@gmail.com

Abstract: This research was conducted to overcome the problems faced by students in learning English, especially in learning vocabulary mastery in class VIID of SMP Nahdlatuth Thalabah. Applying monopoly games as learning media is one solution to overcome these problems. Using monopoly games in learning can make the atmosphere in the classroom livelier, so that students are more interested in learning vocabulary mastery. The objectives of the study are to find out: 1) The students' vocabulary mastery before using monopoly game. 2) The students' vocabulary mastery after using monopoly game. 3) The difference of students' vocabulary mastery between before and after being given treatment using monopoly game. This study uses a quantitative approach with the type of research Pre-Experimental Design. The instrument used in this study was a test consisting of a pretest and posttest. The result of this research is that monopoly game is effectively used in learning vocabulary mastery. This effectiveness can be known through the results of student scores. In the pretest, the average value of class VIID students was 47.50. After being treated using a monopoly game, the average posttest score of class VIID students was 58.50. Based on the Paired Sample T Test, it is known that the value of Sig. (2 tailed) of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference between vocabulary mastery in the pretest and posttest data of Class VIID students at SMP Nahdlatuth Thalabah.

Keywords: *Effectiveness, Monopoly Game, Vocabulary Mastery*

INTRODUCTION

Along with the times, human resources are required to improve their quality in order to compete with other countries. Therefore, to improve the quality of ourselves, we must have a lot of information and knowledge from various sources in the world. However, there is a lot of information and knowledge that we need using foreign languages, and most of them

use the international language, namely English. This status makes English a global lingua franca or international language. As we also know, lately many Indonesian films have mixed language conversations that is speaking Indonesian with English interspersed. Even on social media such as Instagram, Tik-tok, or YouTube, there is a lot of content that uses English. Well, from this phenomenon it can be understood that we are required to be able and understand English. In Indonesia, there are actually many who have mastered English, but not a few are still having a hard time learning English and think that learning English is like facing bad luck. Actually, from this bad mindset, i.e. assuming that learning English is difficult is the beginning of mistakes in learning. In learning something, we should have a high spirit and have an optimistic mind to be able to do it. Therefore, we have to process our thoughts first. We must rise from these bad thoughts, because these bad thoughts can affect the spirit of learning. We must have positive thoughts that learning English is not difficult and we can definitely understand it.

English became the first foreign language taught in several Indonesian schools. For elementary school level, English is still a local content subject or as a complement. However, for the junior high and high school levels, it has become a mandatory subject. Based on the Indonesian education curriculum, in which English lessons in junior high schools are mandatory and tested in. SMP Nahdlatuth Thalabah is one of the junior high schools in the Jember area of East Java where many students still have difficulty understanding English because learning is less interesting, thus reducing the enthusiasm for learning. Based on the interviews with class VII teacher of SMP Nahdlatuth Thalabah that many students do not master English vocabulary because the atmosphere of learning activities in class is boring and the teacher still use old teaching methods such as the lecture method, so many students are sleepy. From this phenomenon, it can be concluded that students are less focused in learning English. The students think that learning English is difficult.

In learning English, we must understand 4 aspects, such as the ability to read, write, speak, and listen. Well, before mastering these four aspects, the most basic thing that needs to be learned is to know the English vocabulary. Vocabulary is indeed very necessary to learn a foreign language, especially English which we have to learn. The more we master the vocabulary, it will be easier to learn English for us. However, to master vocabulary is not an easy thing for students who learn from the basic. In mastering vocabulary, students

need full concentration and memory. So that teachers need more creative techniques or media to increase students' vocabulary. There are lots of media to increase vocabulary, one of the media is games. In this study the researcher chose the monopoly game media.

Monopoly is a multi-player economy themed game and is a legendary game that teaches players the system of buying, renting, and exchanging properties. According to Augustyn (2021) monopoly is a board game for two to eight players, where the player's goal is to defend their finances while strategizing to bankrupt their opponents by buying and developing properties. Monopoly games are often said to be just games that waste time just for fun. However, monopoly can train students' intelligence. Besides, it is interesting and understandable, especially if we apply it in teaching and learning, it will be able to motivate students' enthusiasm for learning. Monopoly games can develop and strengthen a lot of vocabulary. The more students play it, the more vocabulary they can remember. Children will be more interested in learning English by using monopoly game. In addition, the reason why the researcher used the monopoly game is because it is familiar, also fun and easy to play.

Based on the explanation above, the researcher would like to conduct a research entitled about increasing vocabulary by using monopoly games, especially for class VII D students at SMP Nahdlatuth Thalabah Jember. The purpose of this study was to determine whether there was a difference in students' vocabulary mastery between before and after being given treatment using a monopoly game.

METHOD

This research used a quantitative approach with an experimental design, especially using a pre-experimental type. In this experimental research also has 4 main factors such as hypothesis, independent variable, dependent variable and subject. The researcher used a pre-experimental design in the form of a one-group pretest-posttest design. This study aims to determine the effect of monopoly game as a medium in teaching vocabulary for the class VII D at SMP Nahdlatuth Thalabah Jember. There was no comparison with the control group. If the posttest score is greater than the pretest score, then the treatment has a positive effect.

In this research, the population were all class VII in SMP Nahdlatuth Thalabah. There was 6 classes for class VII at SMP Nahdlatuth Thalabah. The sample in this study

were class VIID of SMP Nahdlatuth Thalabah, this class contains 30 children. Then In this study, the sampling technique used was probability sampling with the technique taken, namely saturation sampling.

To collect data, researcher used instruments. In this study, the method used was a test. The test was given to all the class VII D of SMP Nahdlatuth Thalabah. The questions of the test are 20. The items in the pretest were the same as the posttest questions. The form of the test was made in the form of multiple choices. Students must choose the correct answer. The score for each question is 5, so if add up all the scores, the score is 100. The test was conducted twice, pretest and posttest. Pretest is a test given to all students of class VII D SMP Nahdlatuth Thalabah to find out their learning outcomes before being given treatment using a monopoly game. Posttest is a test given to all students of class VII D SMP Nahdlatuth Thalabah after being given treatment using a monopoly game. This was done to determine the difference in student learning outcomes before and after being given treatment using the monopoly game.

In managing and analyzing the quantitative data collected from the research, the researcher uses quantitative data analysis, so that the researcher analyzes the data using descriptive statistical techniques. Descriptive analysis was carried out with the help of the SPSS program. Data analysis results are strengthened by mean, median, mode. Then the data were analyzed using the paired sample t-test formula to find out the significant differences. If Sig (2-Tailed) < 0.05, then there is a difference before and after treatment.

FINDINGS AND DISCUSSION

In this study, the researcher used quantitative data to determine whether there is a significant difference in vocabulary mastery using monopoly games at SMP Nahdlatuth Thalabah. Researcher obtained data from SMP Nahdlatuth Thalabah Jember related to the vocabulary mastery of grade VII students by using the test method. The test consisted of pretest and posttest which were tested on 30 students of class VII D. The presentation of research data is in accordance with the test results as follows:

Students' Vocabulary Mastery before Being Taught Using Monopoly Game

In this study, the researcher took data by conducting a pretest first, namely a test conducted to determine the learning outcomes of class VII D students before using the game monopoly for teaching vocabulary. However, in learning English, especially in mastering

vocabulary before using monopoly games, there were still many students who were less enthusiastic in learning, some even did not pay attention. So when working on the pretest questions, many students had difficulty in answering the questions. Regarding this matter, it can be seen from the pretest scores of VIID students in the table below:

Table 2. Pretest Scores in Class VIID

NO	KODE	PRETEST SCORES
1	R 1	80
2	R 2	45
3	R 3	40
4	R 4	20
5	R 5	50
6	R 6	40
7	R 7	60
8	R 8	45
9	R 9	70
10	R 10	45
11	R 11	35
12	R 12	55
13	R 13	20
14	R 14	30
15	R 15	75
16	R 16	45
17	R 17	35
18	R 18	35
19	R 19	35
20	R 20	80
21	R 21	75
22	R 22	80
23	R 23	65
24	R 24	35
25	R 25	55
26	R 26	40
27	R 27	35
28	R 28	20
29	R 29	40
30	R 30	40
MEAN		47,5

Based on the table above, we can see that the mean of pre-test score is 47.5. The highest score is 80 and the lowest score is 20. From the data exposure of the pretest scores, we can conclude that there are still many students who have difficulty in answering questions.

Student's Vocabulary Mastery after Being Taught Using Monopoly Game

After doing the pretest, the researcher conducted a posttest to class VIID students at SMP Nahdlatuth Thalabah. Before doing the posttest, the researcher first conducted English language learning, especially in vocabulary mastery by using a monopoly game. It turns out that when using monopoly games in the learning process, many students are interested and enthusiastic in participating in learning. As well as the posttest scores of class VIID students are better than the pretest scores, we can see this in the table below:

Table 3. Posttest Scores in Class VIID

NO	KODE	POSTTEST SCORES
1	R 1	90
2	R 2	45
3	R 3	50
4	R 4	45
5	R 5	50
6	R 6	65
7	R 7	65
8	R 8	60
9	R 9	75
10	R 10	45
11	R 11	75
12	R 12	60
13	R 13	40
14	R 14	45
15	R 15	85
16	R 16	45
17	R 17	40
18	R 18	45
19	R 19	50
20	R 20	85
21	R 21	85
22	R 22	90
23	R 23	70

24	R 24	45
25	R 25	55
26	R 26	60
27	R 27	55
28	R 28	50
29	R 29	40
30	R 30	45
MEAN		58,5

Based on the table above, it can be concluded that the mean of post-test score is 58,5. The highest value is 90 and the lowest value is 40. From the explanation of the posttest score data, it can be concluded that the use of monopoly games in mastering English vocabulary is effective and the students' scores are better than the pretest scores.

The Difference of Students' Vocabulary Mastery between Before and After Being Given Treatment Using Monopoly Game

Table 5. Paired Samples Statistic Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	47.50	30	18.183	3.320
	POSTTEST	58.50	30	16.250	2.967

The output shows the results of descriptive statistics on the pretest and posttest samples in class VIID, for the mean of pretest is 47,50, while for the mean of posttest is 58,50 with a total of 30 student respondents. For the value of Std. Deviation on the pretest is 18,183 and the posttest is 16,250.

It can be seen that the mean on the pretest is $47,50 < \text{posttest } 58,50$, so can be interpreted descriptively that there is a mean difference between the pretest and posttest scores.

Table 6. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-11.000	9.948	1.816	-14.715	-7.285	-6.056	29	.000

The next output is known that the value of Sig. (2 tailed) of 0.000 < 0.05, then H₀ is rejected and H_a is accepted. So it can be concluded that there is a significant difference between the pretest and posttest learning outcomes in class VII D. It can also be said that the use of monopoly games is effective for learning vocabulary mastery

Based on the research conducted by the researcher, the data collection instrument used a test method consisting of a pretest and posttest, made by the researcher with the validity of the questions conducted by the experts, namely lecturer in English at Hasyim Asy'ari University. The researcher used expert validity because all instruments were made by the researcher with the approval of the English lecturer and the instruments were declared correct, clear and in accordance with the indicators. Because all instruments were in accordance with the indicators. So that respondents can answer questions well.

First, the researcher conducted a pretest in class VII D to determine student learning outcomes before using the monopoly game. However, in working on the pretest questions, there are still many students who are still having difficulties. It can be seen from the average pretest score of class VII D students, which is 47,5.

Then, the researcher conducted an experiment using the game of monopoly in mastering English vocabulary in class VII D SMP Nahdlatuth Thalabah. This experiment was carried out 3 times in 3 days. The researcher chose the monopoly game in learning because this game was familiar among students, so it was easy to understand the rules of the game. However, playing monopoly takes a long time especially to understand the new monopoly that the researcher used in this study, which contains questions about vocabulary

related to work and profession. In the first experiment, the students still needed to understand how to play monopoly used by the researcher because it was a little different from the usual monopoly and the students were still unfamiliar with the commands contained on the monopoly card where all commands were in English. In the first experiment the game monopoly took more than 40 minutes. Then, in the second experiment the next day, the students had begun to understand how to play but there were still some commands on the monopoly cards that they forgot the meaning. Then in the third experiment, students were getting used to playing monopoly.

During the experiment in class VII D, the researcher observed the students' abilities, it turned out that the use of monopoly in learning English can not only improve students' vocabulary mastery, but also can develop students' reading and speaking skills, namely when students get questions and commands in the game. Rohmah (2014) also said that students can be more active in speaking class by using Monopoly game. Likewise, Elfiza (2018) also argues that by using a monopoly game that is adapted to the reading text, it makes students interested in studying the reading text and their reading ability also increases. In this monopoly game, students must read and pronounce questions and commands clearly in front of their friends. Well, from these findings, the researcher also paid attention to the students' reading and speaking, when students misread or mispronounced, the researcher also confirmed it. So that by using the game of monopoly, in addition to students being able to mention vocabulary, students can also read and pronounce questions and commands correctly using English.

Then, the researcher looked back at the students' vocabulary mastery related to jobs and professions, it turns out that the vocabulary that students can master is not only about jobs and professions, but the students also understand the vocabularies contained in the commands on the monopoly cards (Fun and Chance Cards). These commands use English, so at the beginning of the game there are still many students who do not know the meaning and do not understand the meaning. After playing several times the students knew and understood the commands. Indirectly, in addition to learning vocabulary related to jobs and professions, students also learn the vocabulary contained in commands.

Furthermore, this monopoly game can not only be played at school but can also be played at home with the family and can learn vocabulary with the family. Students are also more enthusiastic about learning when accompanied by playing, this is what the researcher

felt when the experiment was that children were more active in asking questions, especially about vocabulary after playing monopoly. The atmosphere in the classroom is also livelier if you apply learning while playing. Monopoly game can also be used as educational games that are suitable to be applied in teaching and learning activities, especially for mastering English vocabulary. This is as stated by Rufayda (2013) that the monopoly game media has the appropriate function of using learning media, especially visual media. Learning using visuals is easier to understand and can improve students' memory. In addition, there are many benefits of using monopoly in learning, one of which is sharpening students' thinking power and attracting students' curiosity because the game is fun. Students can also interact with each other between friends. So that it is also an advantage in this monopoly game that it can increase social interaction between students.

CONCLUSION

Vocabulary is a collection of familiar words in a language which is a core component of language proficiency for communication and acquiring knowledge. Therefore, before learning English widely, students must master vocabulary first. In this study, the researcher used a monopoly game to master the vocabulary of grade VII students at SMP Nahdlatuth Thalabah Jember. Meanwhile, the results of the study of the use of monopoly games in mastering the vocabulary were effective. The general conclusions based on the problem formulation are as follows:

1. From the results of the finding, it can be concluded that the average score of the pretest in class VII D is 47,50 with the highest score of 80 and the lowest score of 20.
2. From the results of the second finding, it can be concluded that the average posttest score in class VII D is 58,50 with the highest score of 90 and the lowest score of 40.
3. From the results of the third finding, it can be concluded that there are significant differences in students' vocabulary mastery between before and after using the monopoly game. This is indicated by the results of the Paired Simple T Test, namely the value of Sig. (2 tailed) of $0.000 < 0.05$, where the average pretest score for class VII D is 47,50 and the posttest average value for class VII D is 58,50, so the use of monopoly games in students' vocabulary mastery is declared effective.

It shows that vocabulary mastery can be improved better by using monopoly game learning media. The vocabulary mastered by students is also more, not only about jobs and

professions but students can also master the vocabularies contained in the commands on monopoly cards (Fun Cards and Chance Cards).

REFERENCES

- Augustyn, A. (2021). Monopoly. *Encyclopedia Britannica*.
- Clouston, M. L. (2013). *Teaching Vocabulary*. ERIC.
- Elfiza, R. (2018). Improving Students' Reading Comprehension through Adapted Monopoly Game. *UHAMKA International Conference on ELT and Call (UICELL)*.
- Fitriyawany. (2013). Penggunaan Media Permainan Monopoli Melalui Pembelajaran Kooperatif Pada Mahasiswa Fisika Fakultas Tarbiyah Dengan Konsep Tata Surya. *Jurnal Ilmiah DIDAKTIKA, XIII(2)*, 223–239.
- Kimberly. (2014). No Tears for Tiers: Common Core Tiered Vocabulary Made Simple. In *Solution Tree*.
- Latifah, S. R. (2018). *To, The Use Of Monopoly Game Media SDI, Improve Vocabulary Mastery Of The Third Grade Students Of Tulungagung, Miftahul Huda*. 24–25.
- Marie, C. (2021). *What Are The 4 Types Of Vocabulary?* Wikilivre.
- Prad, A. A. (2018). *Cara Menjadi Guru yang Baik dan Berkompeten*.
- Rohmah, M. (2014). The Effect of Monopoly Game on the Eighth Grade Student's Speaking Ability at SMP Muhammadiyah Gresik. *UMG Repository*. <http://eprints.umg.ac.id/1232/>
- Rufayda, I. (2013). *Pengembangan Permainan Monopoli Sebagai Media Pembelajaran Matematika Pada Materi Hubungan Antar Satuan Siswa Kelas Iii Di Mi. Attaraqqie Kota Malang*. 1–161.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif kualitatif dan R&D* (M. Dr. Ir. Sutopo, S.Pd. (ed.); 2nd ed.). ALFABETA.
- Sugiyono, P. D. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan* (Apri Nuryanto (ed.); 3rd ed.). ALFABETA.
- Susanto, A., Raharjo, & Prastiwi, M. S. (2012). Permainan Monopoli sebagai Media Pembelajaran Sub Materi Sel pada Siswa SMA Kelas XI IPA. *BioEdu, 1(1)*, 1–6.
- Welianto, A. (2020). *Kenapa Bahasa Inggris Jadi Bahasa Internasional*. Kompas. <https://www.google.com/amp/s/amp.kompas.com/skola/read/2020/02/29/140000369/kenapa-bahasa-inggris-jadi-bahasa-internasional>

**FIGURATIVE LANGUAGE SEMANTIC ANALYSIS
IN ADHITIA SOFYAN'S ALBUM "FORGET YOUR PLAN"**

¹Miya Mawarti

¹Universitas Hasyim Asy'ari Tebuireng, Jombang, Indonesia.

¹*miyamawarmati@gmail.com*

²Elisa Nurul Laili

²Universitas Hasyim Asy'ari Tebuireng, Jombang, Indonesia.

²*elisa_nurullaili@yahoo.co.id*

Abstract: Figurative language is part of the semantic. As we know that with semantic we can know the true meaning in a song. Figurative language is language which employs various figures as speech. This analyzes the figurative languages are used in Adhithia Sofyan's album "Forget Your Plans". It is expected that the result of this study will be useful for the student of linguistics since this study is done based on the theory of Figurative Language. The benefit of figurative language and category used in this thesis is that the readers will comprehend that such theory can be used to give clearer and better understanding about the meanings of figurative language. Kind of figurative language was found in Adhithia Sofyan song selected songs lyric are paradox, metaphor, hyperbole, personification, rhetoric, allegory, repetition, and antithesis. Figurative language in the song could make the readers understand that the lyric of the song can describe messages that must be known by learning them deeply in terms of categories. This study attempts to provide a description about figurative language in human daily life. The type of data that is used in this study is a qualitative data. The data analyzed in this study are some written texts. The text discuss is song taken from Adhithia Sofyan's album "Forget Your Plans". By these classifications, we can recognize well which one includes each figurative speech. The result of this study will be able to give contribution to the readers who are interested in learning.

Keywords: *Semantic, Figurative Language, Adhithia Sofyan's album "Forget Your Plans"*

INTRODUCTION

Language is very important all over the world because through language people are connected and connected. Language is also a means of communication between humans, to obtain and share information. Reading, writing stories, composing poetry,

making music, and sharing knowledge all require the use of language; in fact, everything we do requires the use of language.

Communication in language occurs through the use of symbols, according to Kreidler (2013). Symbols can be spoken, written, or physically signed. Humans are social entities and individuals who are in constant communication.

To communicate, humans use language, which can be in the form of words, symbols, or even gestures. The science of language is called linguistics. The field of linguistics known as semantics focuses on the study of meaning in language. Semantics refers to the study of meaning. For those who want to learn English, meaning is very important. By understanding meaning, individuals can infer the speaker's purpose and obtain meaning and information.

There are many countries on the planet, each with its own unique language. And one of the languages that allows us to communicate with each other across borders is English. People all over the world use English to communicate across borders as it is mostly accepted as an international language.

English is growing in popularity and importance. There are many dialects of English that are used to communicate, including British, American, and others. As English has become a universal language, the majority of people from other countries choose to study in the UK or the US in fields such as science, politics, economics, and the arts. For example, a song is an example of art. Songs convey human emotions. In addition, many English songs include deep meaning in their lyrics. Perhaps this is why English songs have their own charm.

Because of the popularity of English songs, one of the Indonesian artists, Adhithia Sofyan, also created a song with most of the lyrics in English. Adhithia Sofyan's most popular song, "Forget Your Plans", is entirely in English. Listening to music is a pleasant pastime that has a calming effect on the body, but if listeners don't understand the figurative meaning of a song, they won't be able to enjoy it.

The author chose Adhithia Sofyan's album "Forget Your Plan" because Adhithia Sofyan is a unique singer where all songs are recorded in the bedroom, and from many Adhithia Sofyan albums the author chose an album entitled "Forget Your Plans" because in this song there are many deep and varied meanings theme.

Learning the language is also highly recommended for Muslims as quoted below:

عَنْ خَارِجَةَ بِنِ زَيْدِ بْنِ ثَابِتٍ عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ قَالَ أَمَرَنِي رَسُولُ اللَّهِ -صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ- أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتِ كِتَابِ يَهُودَ. قَالَ « إِنِّي وَاللَّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابٍ ». قَالَ فَمَا مَرَّ بِي نِصْفُ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ. قَالَ أَبُو عَيْسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

Means:

From Zaid bin Thabit said: that the Messenger of Allah ordered me to learn the language of the Jews, he said: By Allah I do not believe the Jews in my letter, said Zaid; After half a month I learned my language. was able to master it, when he wanted to send a letter to the Jews, I wrote it to them, and when they wrote to him I read their letter to him.”

We know from the quote below that language learning is very important to us. Usually, a song contains figurative language. For some people who have not studied metaphorical language, deciphering a song may be difficult. As a result, they may enjoy the sound of the song without understanding its meaning. Therefore, the writer is interested in researching the figurative language of Adhitia Sofyan's songs, because almost everyone likes to listen to music, and the writer believes that every song has many messages, so it is important to evaluate the meaning of the song for us. To understand the song as a whole. Therefore, the data for this research will be taken from songs, especially those performed by Adhitia Sofyan. The writer chose Adhitia Sofyan's songs because she is a vocalist who is quite unique.

LITERATURE REVIEW

The first research from Rismayana (2018) examines the figurative language used in his proposal in his study. The second is from Arifah (2016). In his studies, he examined the figurative language used in the lyrics of John Legend's songs. Fitria (2018) in her study she examines the figurative language found in her research. From the One Direction album he found many types of figurative language used in song lyrics. The author can conclude from this research that the studies mentioned above have certain similarities and differences. The difference between this study and previous research lies in the research subject and the results of the research. The similarity stems from the research questions and research objectives, both of which concern the diversity and meaning of figurative language.

Semantics

The term "semantics" comes from a Greek word meaning "meaning". Semantics is the study of the meaning of language. Semantics, according to Verhaar (2004), is the study of meaning.

Theory of Meaning

According to Leech's (2003) theory, the importance of communication is to become a medium between the speaker and the listener to understand each other.

Kind of Meaning

A piece of language conveys its dictionary meaning, connotations beyond the dictionary meaning, information about the social context of language use, the feelings and attitudes of speakers who exchange meanings with other meanings of the same word when it has two meanings and meanings due to habitual occurrences.

Figurative Language

There are many ways to express ideas through language, but one of the most common is through figurative language. Figurative language allows the communication of various thoughts and emotions. occurs when the speaker speaks anything other than the actual words or sentence meanings.

Types of Figurative Language from Gorys Keraf

Alliteration, Assonance, Anastrophy, Apophasis, Apostrophe, Asyndeton, Polysyndeton, Chiasmus, Ellipsis, Euphemism, Litotes, Hysterone/Hyperbatone, Pleonasm and Tautology, Periphrasis, Prolepsy, Rhetoric, Silepsis and Zeugma, Correction/Epanorthosis, hyperbole, Paradox, Oxymoron, allegory, Metaphor, Allegory, Simile, Fable, embodiment, allegory, eponym, Nickname, Synecdoche, metonymy, Antonomasia, Hypalage/Hypalase, Irony, Cynicism, Sarcasm, satire, Antiphrase, satire, Pun/Paronomasia

METHOD

This study uses a descriptive qualitative research design to describe the metaphorical language contained in the song lyrics of Adhitia Sofyan. According to Anggito & Setiawan (2018), qualitative research is collecting data in a scientific setting to better understand the observed phenomena, with the researcher as the main instrument.

The main data analyzed in this study is the figurative language in the album *Forget Your Plans* by Adhitia Sofyan. Secondary data Adityo, Fajar. "Adhitia Sofyan: "Forget Your Plan", Beautiful Music From Bed." Musik. Kapanlagi.com. August 31, 2010. March 26, 2022. After the success of his first album, *Quiet Down* with the hits single *Adelaide Sky* and *Choosing You*. This time Adhit re-launched his second album which can also be downloaded on his website. The 12 songs in *Forget Your Plans: Bedroom Recordings Vol. 2* still uses English in writing very poetic lyrics that are inspired by life and experiences.

Each song is given an explanation behind the lyrics. Things that are rarely done by musicians in Indonesia in general. There are also slightly religious song lyrics that tell about death, the field of *masyhar* and reckoning at the end which are translated into a song called *Into the Light*.

One thing that is interesting in the work on this album and before, everything is done in his room both from the ornaments of other musical instruments that are included in this song. Adhitia Sofyan presents a beautiful masterpiece from the bedroom.

According to Gunawan (2013) from the analysis of the figure of speech in the album *Forget Your Plans* by Adhitia Sofyan, researchers will identify:

- Choose a song from Adhitia Sofyan's album
- Observing ss web
- Identify based on research problem
- Classifying figurative language contained in Adhitia Sofyan's album to answer research problems
- Classifying meaning into semantic meaning

According to Suhartono (2008: 69-70), data collection techniques are methods used to obtain or collect data as well as possible and processed and analyzed according to the framework of research methods. So in this study the data collection techniques used are:

- Read and understand the lyrics
- Identify the figurative language found in the lyrics
- Paying attention to the figurative language found in the lyrics
- Determine and classify the meaning of figurative words

The data analysis technique is that after collecting the data, the authors analyze using several steps according to the theory of Miles et al., (2014) yes, analyzing the data in three steps: condensing the data, displaying the data, and concluding.

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research steps that have been described previously. In this chapter, data analysis aims to answer the research questions that have been formulated in the previous chapter.

Findings

Types of Figurative Language in Adhitia Sofyan's Album "Forget Your Plans"

a. Alliteration

Researchers found that there were seven the meaning of alliteration in the first song, Forget Jakarta. Second, After the Rain has an alliteration meaning. In the third song, Carnival has four alliterations. The researcher also found two alliterations of meaning in gaze, and the last one wrapped had four alliterations.

b. Assonance

The researcher found that there was one meaning of assonance in the first song, Carnival. Second, Secret has two alliteration meanings. In the third song, Stalker has two assonances. Researchers also found four meanings of assonance in the middle of the night.

c. Apophasis or Preterisio

The researcher found that there was one meaning of apophasis in the first song, Carnival. Second, the Secret has an apophasis meaning. In the third song, Gaze has one apophasis

d. Asyndeton

The researcher found that fourteen songs from Adhitia Sofyan's song have asyndeton meaning. The researcher found that there were two meanings of asyndeton in the first song, Gaze. Second, The Secret has three asyndeton meanings. In the third song, The stalker has two asyndetons. Researchers also found four meanings of asyndeton in Midnight. And the last one wrapped has three asyndeton meanings.

e. Euphemism

The researcher found that the four songs of Adhitia Sofyan had euphemistic meanings. Researchers found a euphemistic meaning in the first song, Forget Jakarta.

Second, Carnival has two euphemistic meanings. In the third song, Immortal Mellow has two euphemisms. Researchers also found a meaning of euphemism in Gaze.

f. Litotes

Researchers found that there are two meanings of Litotes in the first song, Don't Look Back. Second, Secret has two meanings Litotes.

g. Hysterone

Researchers found that there were four meanings of Hysterone in the first song, After Rain. Second, Carnival has two meanings Hysterone. In the third song, Immortal Mellow has five Hysterones. Researchers also found two meanings of Hysterone in Midnight and Dark Side. In fact, Bandage has eight Hysterone meanings. And the last Apology has two meanings Hysterone.

h. Eroticism or Rhetoric

Researchers found there is a rhetorical meaning in the first song, Carnival. Second, Secret has two rhetorical meanings. In the third song, Dark Side has Rhetoric. The researcher also found three meanings of Rhetoric in In To You. In fact, Apology has the meaning of Rhetoric.

i. Sylepsis and Zeugma

The researcher found that only a song from Adhitha Sofyan's song had the meaning of Syllepsis and Zeugma. Researchers found there is one meaning of Syllepsis and Zeugma in the first song, Dark Side.

j. Hyperbole

Researchers found a hyperbole in the first song, Foget Jakarta. Second, After The Rain has one hyperbole. In the third song, Dibalut, researchers also found two meanings of hyperbole. The Dark Side, Don't Look Back and The Secret of every song has one hyperbole meaning.

k. Paradox

The researcher found that there is one meaning of Paradox in the first song, Forget Jakarta. Second, Midnight has a paradoxical meaning.

l. Oxymoron

Researchers found that two songs from Adhitha Sofyan's song have the meaning of Oxymoron. The researcher found that there were four meanings of Oxymoron in the first song, Forget Jakarta. Second, Immortal Mellow has one meaning Oxymoron.

m. Allegory

Researchers found that two of Adhitia Sofyan's songs have simile meanings. The researcher found that there is a parable meaning in the first song, Forget Jakarta. Second, Gaze has a parable meaning.

n. Allegory, Simile, Fable

Researchers found one allegory in Bandaged Song. The second song is In To The Light has one allegory. Midnight and Gaze have one allegory.

o. Metaphor

There is only one meaning metaphor that the researcher found in Adhitia Sofyan's album "Forget Your Plan".

p. Embodiment

The researcher found three meanings of personification in Adhitia Sofyan's album "Forget Your Plan". First in the song After The Rain, and the second song is After The Rain and After The Rain has one Personification which means each song.

Discussion

This discussion describes the data that the researchers found and analyzed in the previous chapter. Based on the data above, the researcher found sixteen types of figurative language in Adhitia Sofyan's album "Forget Your Plan". Namely alliteration, assonance, apophasis or preterisio, asyndeton, euphemism, litotes, hysteron, eroticism or rhetoric, sylepsis and zeugma, hyperbole, paradox, oxymoron, simile, allegory, parable, fable, metaphor, and personification.

Alliteration is Alliteration is a figurative language used by repeating the same consonants (Keraf, 2010) on Adhitia Sofyan's album "Forget Your Plan".

Assonance is a figurative language used by repeating the same vowel sound (Keraf, 2010) on Adhitia Sofyan's album "Forget Your Plan".

Apophasis is a figurative language in which a writer tries to affirm something by denying it, tries to emphasize something by pretending to let it pass, and tries (Keraf, 2010).

Asyndeton is the opposite of Polysyndeton which connects words, phrases, or clauses without using connecting words (Keraf, 2010).

Asindeton figure of speech is a figurative language to express phrases, clauses, sentences, or discourses without conjunctions. In this sentence the author tries to beautify

the song by not writing conjunctions, if given a conjunction it becomes "Stay for a while and I'm still looking at you from afar".

Keraf (2010) defines euphemisms as figurative language in the form of pleasant or subtle expressions that are used to replace expressions that may seem insulting, rude, or malicious. I one euphemism meaning in Gaze.

Litotes is a figurative language used to express something to humble oneself where an idea is expressed by denying the opposite or mentioning something less than the actual situation (Keraf, 2010).

Hysteron/Hyperbaton is a figurative language that contradicts a logical or ordinary situation, for example something that happens then is placed at the beginning of a sentence (Keraf, 2010).

Rhetoric is a question that does not have an answer that is used to emphasize and create a strong effect (Keraf, 2010).

Keraf (2010) defines Syllepsis and Zeugma as figurative language that uses a concise structure to associate a word with two other words, only one of which is related to the first word. When the syntax used is grammatically correct but not semantically correct, it is called Syllepsis. different, so if it is connected by conjunction it doesn't match

Hyperbole is a figure of speech that contains an exaggerated or exaggerated meaning. The characteristics of hyperbole are dramatic language style, tend to be unreasonable, and exaggerated (Keraf, 2010). The researchers found that six of Adhitia Sofyan's songs had hyperbolic meanings.

Paradox is figurative language that involves facts and actual contradictions (Keraf, 2010). Oxymoron is a figurative language where opposite words are used in the same sentence (Keraf, 2010). Simile as a comparison of something that directly refers to another thing by using the words like, as, etc. (Keraf, 2010).

Allegory figure of speech is a figure of speech that expresses figuratively or pictorially. Allegory is a short story that contains metaphorical words. Parables are short stories, mostly human characters that always contain moral lessons. Fables are metaphors about the animal world, acting as if humans, even animals and inanimate objects (Keraf, 2010).

Metaphor is a direct comparison without using words such as (like), like, like (as), and so on (Keraf, 2010). Only one meaning metaphor that the researcher found in Adhithia Sofyan's album "Forget Your Plan".

Personification is a figurative language that states inanimate objects as if alive (Keraf, 2010). " First in the song After The Rain, and the second song is After The Rain and After The Rain has one personification which means each song.

Broadly speaking, 'meaning' means the total amount communicated through language. Words, phrases, and sentences have meanings that are studied in semantics. Leech (1974) in his book 'Semantic-A Study of meaning' breaks down meaning into seven types or materials that give superiority to conceptual meaning. The seven types of meaning according to Leech are as follows, conceptual meaning, connotative meaning, collocative meaning, reflective meaning, affective meaning, social meaning, and thematic meaning.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

From the discussion, it can be concluded that the lyrics of Adhithia Sofyan's songs are far beyond their references. Therefore, pragmatic studies are needed to understand the meaning contained in these songs. Through figurative meanings, language learners inevitably learn more about linguistic knowledge. Having adequate figurative meaning competence, students are expected to be able to use figurative language in their oral and written performances so that they can make fresh and interesting expressions. The use of figure of speech varies, this is due to the imagination of the songwriter in applying his thoughts into different languages to see the conditions that occur in the song.

After analyzing and discussing the lyrics of Adhithia Sofyan's song, the researcher can conclude that there are many types of language found in this study. In some songs, several types of the same figurative language are found. In this study, the figurative language that is often found is hyperbole, allegory, and rhetoric. In addition, the researcher also found other figurative language such as paradox, personification, metaphor, wrinkle and antithesis. The most dominant type of figure in Adhithia Sofyan's album "Forget Your Plan" is in alliteration which is used to express or give a beautiful impression or special effects. Alliteration is commonly used in everyday conversation

and also in all kinds of literature such as prose or drama and song lyrics. We can conclude that alliteration is used to make objects larger than real objects. This statement should not be taken literally. And finally, music can lead listeners to better interpret a song.

SUGGESTION

Taking into account the conclusions there are several suggestions. For the figurative readers to learn about literary criticism first because this course leads us to find allegories and their uses. Applied linguistics students should apply similar analysis to other texts, because analyzing songs based on the type of figure of speech can improve students' ability to understand figure of speech. For other researchers to find linguistic fields or other aspects that can be a way to conclude new figurative research, and conduct research on other songs.

REFERENCES

- Anggito, A., & Setiawan, J. (2018). *Qualitative research methodology*. CV Jejak (Publisher Traces).
- Arifah, K. (2016). *Analysis of figurative language in the song Five John Legend*. Maulana Malik Ibrahim State Islamic University.
- Fitria, TN (2018). *Figurative Language Used in One Direction's Untitled Album Up All Night*. 01. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3527854
- Gorys Keraf, D. (2009). *Diction and Language Style*. Main Library Gramedia.
- Gunawan, I. (2013). *Qualitative research methods*. Jakarta: Earth Literacy, 143, 32–49.
- Keraf, G. (1981). *Diction and style: continued composition of I. Nusa Indah*.
- Keraf, G. (1984). *Diction and language style: continued composition I*. Gramedia.
- Kreidler, CW (2013). *Introducing the semantics of the English language, second edition*. In *Introducing English Semantics, Second Edition*. <https://doi.org/10.4324/978131586428>
- Leeches, GN 1979, *Semantics*. Auxland: The Wish Book.
- McArthur, T., Lam-McArthur, J., & Fontaine, L. (2018). *Oxford Companion for English*. Oxford University Press.
- Miles, MB, Huberman, AM, & Saldaa, J. (2014). *Qualitative data analysis: A method source book*. the 3rd. Thousand Oaks, CA: Sage.

- Palmer, M. (1981). The Case for Rule-Based Semantic Processing. Proceedings of the 19th Annual Meeting of the Computational Linguistics Association, 125-131.
<https://doi.org/10.3115/981923.981958>
- Perrine, L. (1977). Sound and Feel: An Introduction to Poetry. Harcourt Brace Jovanovich.
- Tarigan, HG (1985). Semantic teaching. Space.
- Verhaar, JWM (2004). General linguistic principles. Gadjah Mada University Press.
- Kennedy, XJ. (1983). Literature: An Introduction to Fiction, Poetry and Drama. Boston: Little Brown and Company
- Reaske, CR (1996). How to Analyze Poetry. New York: King's Press.
- Adityo, Dawn. "Adhitia Sofyan: "Forget Your Plans", Beautiful Music From Bed."
<https://musik.kapanlagi.com/resensi/indonesia/adhitia-sofyan-forget-your-plans-musik-indah-dari-place-tidur.html> (accessed March 26, 2022)
- Palmer, IR 1981, Semantics, Cambridge University Press.

TEFLICS

Vol.3 No.1 June 2023

ISSN 2798-9046



9 772798 904006