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Being Posthuman Through Biopolitics in Neal Shusterman's *Unwind*

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Highlights

- Biopolitics is a politics dealing with population.
- Posthuman is a state that humans can be beyond human. It can be interpreted as improving human bodies with technologies and revising human status from their dominance.

ABSTRACT: This paper explores the concept of posthumanism through biopolitics. Although the goal of biopolitics is to manage the social population, this ideology promotes the oppression of the subject. Shusterman reveals this concept through his novel, *Unwind*. This novel not only presents the oppression of the subject of the regulation but also shows that the regulation creates a new norm in society that lead them to become posthuman. In other words, the regulation tries to modify humanity into a new form. Using the Foucauldian theory, this paper argues that biopolitics could be a factor for humans to transform into a new type of humanity—posthuman. The result finds that biopolitics in the novel leads to the two types of posthuman; the first is that posthuman emerging human with technology to enhance human being; the second is about reconsideration position of humans. The idea of posthuman might make people resist oppression and embrace other existence as equal beings as humans. This would create better humanity for human beings.

Keywords: Biopolitics; technology; posthumanism; power; humanity

Introduction

The concept of biopolitics is acknowledged as a tool of power to control the population. This tool of power appears in many levels of social instruments; it exploits every differential institution, such as the school, the family, the health services, the military, and many other communities. It tends to sustain other instruments to develop and maintain the economic processes. The focus of this politics would create mass oppression for society. However, there is also the effect that biopolitics could create a posthuman society. Consideration of posthumanism idea will make society think about the future of human enhancement and acknowledge other existence as equal as humans. This study overlooks biopolitics and its effects to create a posthuman society. For that reason, posthumans might be the answer to creating a new type of humanity in the future era.

By using Foucauldian theory, this theory explains the understanding of biopolitics. Foucault sees biopolitics as the way of penetrating social instruments to rule them. Biopolitics is a tool to obtain biopower; the power is used to control life. Biopolitics portrays the politics of life and over life (Bird & Lynch, 2019). This kind of practice has

the purpose to manage people's lives under the government's control. Foucault argues that biopolitics is a "technology" which is recognized in the social environment; this is also recognized as a practice that emphasizes the core of the population and dictates them to maintain certain factors to support the government like economic, political, or even social. (Foucault, as stated in Kristensen, 2013).

In Foucault's view, he insists that power is not merely about laws and prohibitions, but he sees power as a way to reveal the relation of domination. In his view, modern power also tends to control and modify life. This motive is distinct through two levels: on the individual level by the disciplinary method and population-level through biopower methods like biopolitics. Both of these methods tend to expand and extract from the human body; it means that it produces life by using the technique of disciplinary and biopolitical techniques of encouraging life. However, the effect of this disciplinary power can be created through the hierarchy, control, spatial division, constant punishment and reward, and also norms that persons have to obey. (Kristensen, 2013).

Meanwhile, in Shusterman's *Unwind*, he depicts the situation where regulation of biopolitics takes control. He writes that dystopian may lie the power of society of control and regulate and impede unwanted citizens. To achieve that goal, the government create a regulation called The Bill of Life. This regulation states that abortion is forbidden; however, the parents have a right to abort their children by unwinding them. The children are being unwound and each of their organs will be transplanted to acceptors. Although they are being unwound, in the novel, technically, their lives do not end. Because of this, there is oppression toward the subjects of unwinding. Ironically, the subjects could not resist the law; their fates are totally in the government's hands. While the story tells about biopolitics, this novel also discusses the progress of science and human morals as the main issue, such as abortion and organ donations. By overlooking the plot, and the perspective of the main characters—Connor, Lisa, and Lev, the novel describes the meaning of humanity while the government stands as the superior being. This novel delivers what if the society of control has gone wrong from its initial goal and the result causes dehumanization of people as the lower status of another human.

This study analyzes the regulation of biopolitics dominant over people. It also identifies humanity after the regulation has been applied in society. Additionally, it also sees the novel based on the posthumanism context. The point of this idea is about decentralizing humans from their superiority beyond others. This line with Cary Wolfe's statement; he suggests that posthumanism aim to disorder the traditional thought that goes back on re-modelling the human exceptionalism, or the central agency of the human species or the normative human incarnation. (Wolfe, as stated in Cettl, 2017).

Referring to the concept of posthumanism, this concept also concerns human exceptionalism. Human exceptionalism or anthropocentrism is the thing that posthuman is against. The idea of anthropocentrism tends to create a hierarchal for any creature which puts a human in the highest position. As a result, non-human, sub-human, or other existences are exploited and discriminated against by humans, even humans themselves also have a high potential to be discriminated against by a higher human being. By

knowing this idea, posthuman not only try to decentralize human; but posthuman also tries to share the idea of all-life matter and propose the new concept of humanity. (Cettl, 2017).

There are several studies under the work—*Unwind*. For all previous studies, they are mostly depicting *Unwind* as a dystopian era. The dystopian is an era—possibly take place in the near-future which is depicted as a chaotic situation of the future. Anna Bugasjka (2018), in her research, claims that the conception of the term Dystopian is based on the concept of Neverland's utopia. Her purpose is to find the paradoxical nature of Neverland's utopia, which creates diversity, heterotopian spaces, and proposes new types of adventures for the story. The concept of Neverland is a mindscape that focuses on the place where the adolescents are removed; however, this does not connect to the societal displacement of otherness to some physical location. Bugasjka (2018) explains that Connor Lassiter—the protagonist of *Unwind*—is represented as a "creator" of Neverland in the book. He is one of the unwind escapers and manages to contact with Anti-Divisional Resistance which sent him to the Airplane Graveyard—the haven for the remaining unwinds—in Arizona. This place is run by the Admiral, and later by Connor. As the story progresses, this place showed as the Neverland of the unwinds that is almost unseen by the government or adult supervision. The result shows that many works she analyzes are parallel to the concept of Neverland's utopia. (Bugajska, 2018). The transformation of the cycle of Neverland in the Dystopian genre shows that it is paradigmatic to Foucault's Heterotopia theory. This makes her conclude that representative Neverland in Dystopian is typical in that genre.

Meanwhile, Thomas Jace Brown proposes the term medical dystopias as his main purpose of the study. He aims to reveal medical dystopian in certain works including *Unwind*; additionally, he argues that medical issues can be new types in a dystopian genre that can open the perspective of the young adult audience. He uses the perspective of medical lens dystopia, and compare it to certain works such as Neal Shusterman's *Unwind* and Nancy Farmer's *The House of the Scorpion*. The result shows that through medical dystopias, Dystopian works propose the advantages and disadvantages of utopia. (Brown, 2019). Brown (2018) states that Shusterman offers the narrated story where the ideal society aims to solve several problems by one solution. Unwinding becomes the best solution for people who need organs and at the same time, it also helps the parent to erase the problem of unwanted and troublesome children. Brown, (2019) adds that *Unwind* offers the protagonists who fight against systems; additionally, it raises a hope to fight against the dark future that might happen to them. This fight for an agency is an important part of this narrative. Brown argues that the dystopian genre could give some lessons for the young-adult reader to consider some issues in the real world. He concludes that young adult readers could learn the complexity depicted in young adult literature.

While the previous studies attempt to analyze the novel as a dystopian issue. The purpose of this paper is to find out that biopolitics is an effect of human exceptionalism in posthumanism's perspective. This study applies the concept of biopolitics proposed by Michel Foucault. The position of biopolitics has a negative side to lead destruction and oppression toward humanity and its freedom as portrayed in *Unwind*, the reader may learn to be more aware of oppression toward humanity and biopolitics of government. This study

also uses posthumanism theory to see the perspective of humanity when biopolitics takes a role as to represent in the novel. The concept offers the definition of humanity and the position of human beings in the world; additionally, the reader could appreciate more about human and non-human freedom.

By this point, the research aims to find how biopolitics becomes a key factor to achieve posthumanism and how the meaning of humanity in biopolitics situation and make society posthuman. The study argues that in the novel, *Unwind*, Shusterman uses plot and setting to deliver biopolitics as the key factor to create posthuman society; this idea would propose a new type of humanity that might be the answer against the dominion of biopolitics. Additionally, it would argue to create better social construction in the future.

Method

This study is a literary study that employs a Foucauldian approach in literature. This study applied the concept of Biopolitics proposed by Michel Foucault. The study also used posthumanism theory as a new perspective to see the concept of biopolitics. This study used a digital—pdf version of the novel Neal Shusterman's *Unwind* as the source of data. The data is in the form of dialogue, monologue, or any passage that reveal biopolitics which has the potential to create a posthuman society. The novel has a section that tells the story based on different characters' points of view. The study focused on the setting or section of the characters' point of view that reveal the regulation of biopolitics and its effect to become posthuman. However, this study did not include the characters' conflict or problem unless it gives information about biopolitics and/or posthumanism issues.

Findings and Discussion

Posthuman Through Biopolitics

At the beginning of the story, Shusterman tells the background of the plot which all began because of the conflict between Pro-life and Pro-choice. This implies that Shusterman questions humanity about reproduction rights. Is humanity means that humans must not abort a baby because it is a living being? Or is humanity means that human could abort their baby because it is their choice? Both sides have their preferences about the definition of humanity and fight for what they believe. As a result, these differential beliefs lead to massive conflict.

“On one side, people were murdering abortion doctors to protect the right to life, while on the other side people were getting pregnant just to sell their fetal tissue. And everyone was selecting their leaders not by their ability to lead, but by where they stood on this single issue. It was beyond madness!” (Shusterman, 2007, p. 170).

However, there is the third side that mediates both sides which is the government. Then, the government offers the "Bill of life" regulation as the best option to reconcile the conflict. Is this regulation not only grant what both sides demanded; but this regulation also offers a new type of humanity that might not be protested by both sides. This regulation claims that the life of teenagers that be unwound "technically" do not die

because they live separately in another body; additionally, the unwind program becomes a common thing in society. This proves that biopolitics is capable to reconcile the conflict in society; not only that, this allows them to gain power that takes control over life and manipulate the social norms. This also explains that biopolitics is not only just concerned about the politic nor the biological; this is because the concern of biopolitics also includes the mixture of heterogeneous, conflict, discourse, institution, law and practice that is combined by material relation (Bird & Lynch, 2019). In this way, biopolitics could be responsible for many things; this includes that biopolitics can change the meaning of humanity. Neal Shusterman builds a different imagination about dystopian; he writes that that dystopian may lie the power of society of control and regulate and impede unwanted citizens.

Nevertheless, the regulation of the Bill of Life becomes a solution for several problems. It solves the problem of population management; it solves families to rid their problematic children, and it solves the problem of people who need organs. More importantly, the regulation of unwinding might have a possibility to make humans become posthuman. There are differentiations of the meaning of posthuman which is divided into transhumanism and posthumanism versions. Transhumanism sees posthumanism as an act to enhance human bodies because they believe that human bodies are still uncompleted and need to be fixed. Transhumanism aims to believe that the evolution of humanity into something beyond human is reachable by embracing the technologies. the transhumanist Nick Bostrom claims that it is to "overcome humanity's biological limitations (McKeever, 2014). Transhumanist sees we are not posthumans yet, because our bodies are still imperfect. Meanwhile, philosophical posthumanism sees we are already posthumans because we realized there is an improvement that we had compared to our ancestors. (Ferrando, 2019). McKeever argues that the idea of posthumanism is separate from the idea of the transcendent vision of technoscientific posthumanism—which is common in transhumanism (McKeever, 2014). In other words, philosophical posthumanism focus on how to decentralize human from their superior state, while transhumanism focus on the progression to enhance the human being. The novel illustrates the progression to improve human beings which is similar to the transhumanism idea of posthuman.

"Demanded is more like it. A cancerous colon could be replaced with a healthy new one. An accident victim who would have died from internal injuries could get fresh organs. A wrinkled arthritic hand could be replaced by one fifty years younger. And all those new parts had to come from somewhere." (Shusterman, 2007, p. 171).

Human bodies are vulnerable and easy to be damaged; therefore, there must be a way to solve that problem. The bill of life solves the problem of human vulnerability by replacing human bodies with the ones. This way, people could be "born" again as new human beings. In other words, biopolitics could pursue its people to evolve themselves to become posthumans. Not to mention that the regulation has the power to control the population. According to Dundar, death control becomes common in contemporary society as birth control. This usually uses advanced technology and frequent than birth control.

(Dündar, 2013). Although it is claimed that the unwinds are not technically dead because they live separately in different bodies, it does not deny the fact that the government is capable to reduce the population by controlling the unwinds' death.

However, to achieve this situation, the Bill of Life regulation need to provide factors to support the regulation to make it keep standing. According to Foucault, the concept of biopolitics and biopower in population and environment management relies on the "triangle" of technologies, mechanisms, and forms of modern power that includes its manifestation of sovereignty and disciplinary (Foucault, as stated in Cavanagh, 2018). The regulation has these three elements to make it categorized as biopolitics.

The technology in the regulation is used to provide that the unwind program goes smoothly. "But that same year the Nobel Prize went to a scientist who perfected neurografting—the technique that allows every part of a donor to be used in transplant." (Shusterman, 2007, p. 171). This technique allows people to become posthuman. Having this kind of technology, makes the government have the power to make humans posthuman as well.

Meanwhile, for the mechanism, in the very beginning that "human life may not be touched from the moment of conception until a child reaches the age of thirteen. However, between the ages of thirteen and eighteen, a parent may choose to retroactively "abort" a child." (Shusterman, 2007, p. 1). The mechanism is quite simple; the government forbid people to abort babies, yet the government allow them to unwind their children at the age of thirteen to eighteen.

For modern power, the government took a role as the third side in the Heartland War. "The truth is, there were three sides in the war, not two. There was the Life Army, the Choice Brigade, and the remains of the American military, whose job it was to keep the other two sides from killing each other." (Shusterman, 2007, p. 170). The government has the power to mediate, arbitrate, discipline its people. This line with Anderson's statement that biopower is not always depicted as a bad thing. Biopower has two kinds of "political technologies" which consist of discipline and biopolitics. Discipline appears as an act of controlling unruly behaviour. Meanwhile, biopolitics appears as an act of controlling all of life. (Anderson, 2012). From this point, the biopower that the government had is a good thing because the government use that power to discipline its people—in this case, to end the war.

However, as far as the regulation applied in society, many problems come to the surface. The idea of being a posthuman cannot be accepted right away by everyone. While the idea of posthuman by transhumanists is to fix human beings by using technology; Francis Fukuyama opposes this kind of idea. He argues that biotechnology is highly risky to change humans from its nature. He believes that human nature exists as a stable condition that defines human basic values as a species. However, technology is capable to reshape that which makes humans lose their identity as a human. (Fukuyama, 2002). Shusterman shows this kind of problem through the character Cy-Fi. He is the character who got a donor for the lobe of the brain after he got a brain injury. He could live normally; however, because of that brain, he gets some problems.

"So ... he was a shoplifter?"

"He had . . . problems. I guess those problems are why his parents had him unwound in the first place. And now one of his problems is mine." (Shusterman, 2007, p. 106)

After the surgery, Cy-Fi has another personality that he could not control. Cy-Fi is not lost his nature nor his identity yet He could not like he was before the surgery. His nature is already changed. This proves that unwind program has a side effect. It is also shown in the novel that every part of the body of the unwinds have memory; additionally, the receivers would remember the memory, ability that the unwinds had. Fukuyama sees this as an act to create a chimaera-like creature using the human body. He fears that humans will be lost their nature by biotechnology. There is potential to mix human genes with many genes and create full-scale chimaera. (Fukuyama, 2002).

Nevertheless, by using biopolitics and biotechnology, the government's power is unmatched. The government could create a certain situation where the subjects must submit. In the novel, it is stated that the unwinds must "donor" 99.44 per cent of their bodies (Shusterman, 2007, p. 206); additionally, the law makes requires the unwinds to keep conscious during the procedure of unwinding. (Shusterman, 2007, p. 221)

While biopolitics acts as a discipline act to keep society under control, biopolitics could cause discrimination on another side that is considered unnecessary. As a result, it entangled society with unfair law. This also states by Giorgio Agamben, Biopolitics is considered a modern phenomenon. He draws upon Foucault concept of biopolitics as modern state management of the human being. Agamben argues that biopolitics is the modern anthropological machine that animalizes human beings, and entangled them with the philosophical, politic of humanisms (Agamben, 1998, as stated in Bird & Lynch, 2019).

Humanity in Posthuman Era

After the Bill of Life begins, the characters started to question the concept of humanity. The unwinds are out of the category of being human. Taking from the historical notion, human is a category that refers to the cultural process and specific identity that identified the human species. This act of humanizing is embodied process and strictly to the human species only (Ferrando, 2019). The characters are no longer included in the category of "worthy to be human." Their lives are just living separately in different bodies.

"How does it feel to live a life no one else feels is worth living?" (Shusterman, 2007, p. 198). Biopolitics has the power to change the concept of humanity. This way, it creates norms that categorize people into some labels. People who are categorized in good labels are considered worthy. Meanwhile, people who are categorized as a bad label must be eradicated.

The novel also states that there are two kinds of unwinds—unwind and tithe. While the common unwind is considered as trash and unworthy; the tithe is considered as more valuable and dignity. This proves that biopolitics could create social boundaries that divided the status of unwinding. As the result, there are different treatments for some

people than others. By creating a label in society, people must maintain their good label to keep them safe from discrimination and separation. Nietzsche argues that if there is a separation between humans and non-humans, there must be a separation between the type of humans as well (Fukuyama, 2002); this means that there are boundaries in the communities of a human being. If a human could break these boundaries, there is a separation between inferior and superior.

Related to this, biopolitics can manipulate society as they wish. Society is a mere toy that the government could play with; fate is totally in the government's hands. "Don't I have a choice in this?" But when she looks behind her, the answer is clear. Two guards are waiting to make sure that she has no choice at all." (Shusterman, 2007, p. 20) The character—Lisa was sure that she doesn't want to be unwound, but it was her fate that even she couldn't change it. She supposes to have the right to decline it. However, the Bill of Life is undeniable, not even Lisa can decline it. In the end, she just let her fate be determined by law. Agamben argues that the government's position is always absolutely untouchable and all-encompassing value; meanwhile, the people's position in political choice always ends up determined by juridical norms (*giuridicamente normate*). (Agamben, 2005).

"Everyone knew that an unwind order was irreversible, so screaming and fighting wouldn't change a thing." (Shusterman, 2007, p. 6) Biopolitics has the power to repress its subjects. The subjects couldn't do anything to resist biopower. they would see biopower as a problem that holds them from gaining their freedom. Biopolitics always has the power to rule people as they want. Giorgio Agamben argues that Biopolitics as society's threshold of biological modernity happens when society is seen as a simple living body becoming part of society's political strategies. (Agamben, 1998, as stated in Bird & Lynch, 2019)

"I was never going to amount to much anyway... but now, ... I'd rather be partly great than entirely useless." (Shusterman, 2007, p. 21) Law-maker or agents of biopolitics see themselves as superior to citizens; therefore, they need submission from people. For some people who can't do anything but submit, they are psychologically forced to believe that their submission is giving benefit to the country's regulation. Forcing this belief would make people reconsider the importance of regulation that might give benefit people. Foucault argues that we are forced to consider the transformation of biopolitics as a modern governmental reason. (Foucault, 1978).

"There was a time, shortly after the Bill of Life was passed, ... Desperate girls who would leave unwanted newborns in the trash." (Shusterman, 2007, p. 41). Bill of life causes many effects. From one side, this regulation ceases the problem of the feud between two sides of society and managing people's life. However, on the other side, this cause people who don't want to have an unwanted child don't no choice but to stroke their child away. Both the act of biopolitics and its people is considered as abandoned lives that they think unworthy. Biopolitics proposes two distinctive ways: one is promoting regulation of dangerous things and health security. while others are putting away or excluding all things that are seen as unworthy to live (Kristensen, 2013).

Because the government forbids aborting babies, stroking becomes a common thing in society. The new norm about stroking is created within society; there is an unwritten norm that states "if they open the door and find nothing but the child, it's "finder's keepers" in the eyes of the law. Whether they want it or not, the baby is legally theirs." (Shusterman, 2007, p. 42). This causes people to not have any option besides; apparently, this also threatens their freedom of choice. Because the government create the law, it causes a change in the social norm. The problem of humanity is not only the government's problem but also society's problem.

"The unborn have souls. They have souls from the moment they get made—the law says."

"Just because the law says it, that doesn't make it true."

"Yeah, well, just because the law says it, that doesn't make it false, either. It's only the law because a whole lot of people thought about it, and decided it made sense." (Shusterman, 2007, p. 132)

The position of a law enforcer is omnipresent; they are capable to change many things including social norms. Agamben states "One asserts that law must coincide with the norm, and the other holds that the sphere of the law exceeds the norm." (Agamben, 2005).

"This will be your home until you turn eighteen or we procure a permanent sponsor willing to falsify your identification. Make no mistake about it: What we do here is highly illegal, but that does not mean we don't follow the rule of law. My law." (Shusterman, 2007, p. 139)

There is also resistance to biopolitics. Many AWOLs leaves to the aeroplanes graveyard and live there until eighteen. They want to build their place which does not fit the regulation. The point of resistance is to create separation for society, regrouping, and remodelling, marking off regions in their bodies, and minds (Foucault, 1990).

The AWOLs live as a community, they follow the chosen leader to lead them. (Shusterman, 2007, p. 140) They create their utopia to keep them safe from discrimination of biopolitics. They try to build and reconsider what is meaning of humanity. After that, we could share their idea about what's wrong with the current biopolitics and revise it. This is similar to the idea of posthuman regard to a reconsideration of boundaries; additionally, it defines humans, and also re-addressing of hierarchical notions (Moore, 2011).

"If there wasn't unwinding, there'd be fewer surgeons, and more doctors. If there wasn't unwinding, they'd go back to trying to cure diseases instead of just replacing stuff with someone else's." (Shusterman, 2007, p. 129)

The condition of the unwinds make them become national's slaves; they could not find freedom for themselves because of the power of biopolitics combined with biotechnology. Fukuyama argues that biotechnology is not supposed to make mankind become like slaves. on the contrary, human must hold their freedom. "True freedom means the freedom of political communities to protect the values they hold most dear, and it is that freedom that we need to exercise concerning the biotechnology revolution today" (Fukuyama, 2002).

"People shouldn't give away babies that get left at their door," Lev finally says.

"People shouldn't stork their babies," Risa responds.

"People shouldn't do a lot of things," says Connor. (Shusterman, 2007, p. 58)

The government must consider biopolitics—the law they made. They must consider the consequence of biopolitics. They must consider humanity in society. Humanity needs to ensure the "improvement"; Clynes and Kline claim humans and others need to reinforce the difference and superiority. (Jaques, 2015). Humanity needs improvement to make sure no side is being oppressed.

Taking from this far, this might lead back to the question "is the novel represent a posthuman?" the answer is yes and no. It is yes because the novel depicts the characters shows agents of posthuman. They share their thought and attitude as posthumans. They fight for their freedom and break the boundaries of being others. Rosi Braidotti states "Posthuman subjectivity expresses an embodied and embedded and hence partial form of accountability, based on a strong sense of collectivity, relationality and hence community building." (Braidotti, 2013). This is shown by how the characters live together as a community and try to change themselves as posthuman and share with the world.

It is not because the application of posthuman is malpractice. Although it is stated that the regulation using biotechnology and the benefit is sufficient for some people. The novel shows that the regulation lacks bio-ethic. Braidotti argues "Bio-ethical citizenship indexes access to and responsibility for the cost of basic social services like health care to an individual's manifest ability to act responsibly by reducing the risks and exertions linked to the wrong lifestyle." (Braidotti, 2013). Moreover, Katherine Hayles claims that posthuman does not mean to end humanity. She claims that posthuman is a longed-companion to humanity. Posthuman means to end some conception that has applied; it's from the concept based on power, wealth and leisure to the concept of humanity that allows humans to exercise individual agency and choice. (Hayles, 1999). This concludes that the novel might not represent posthuman yet; however, it takes a few steps closer to the idea of posthuman.

Conclusion

To be a posthuman, persons must decentralize the human position as superior. If a human sees themselves as superior, there must be boundaries that separate human from other things. Therefore, there must be a side that is oppressed. The novel shows that biopolitics wants to fix several problems including population management and enhancing humans from their flaws. However, the effect is that there are much discrimination and oppression toward the subjects especially unwinds and made them out of category as human being. On the other hand, the side that is being oppressed will question the concept of humanity that the government proposed. This has the potential to change the old concept of humanity to the better one—posthumanism. Neal Shusterman's shows that being posthuman is not always about enhancing the human's body, but we initially must consider the otherness and embrace them as equal beings. Biopolitics not always be the main factor to become a posthuman yet it can be a trigger for the human to move forward to get a better chance.

Posthumanism can be said as the new philosophical concept of humanism. If other researchers take interest in this theory. It is recommended to take a look at other posthumanism philosophers such as Rosi Braidotti, Francesca Ferrando, Cory Wolfe, Katherine Hayles, and so on. The field of posthumanism is not always about technology but rather about the interconnection between humans and other existences. It is suggested that other researchers could explore more about posthumanism on a different topic.

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The Rapid Writing Strategy in Writing Classroom during the Covid-19 Pandemic

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Highlights

The limited time motivates students to write a descriptive text well without a worriedness in English language teaching and learning

ABSTRACT: Writing skill is an ability to share an idea in written text based on the genre of the text, the rapid writing strategy is one of appropriate strategy to make a good paragraph especially in descriptive text because most of the participants are from rural area and different writing achievements. The aim of this research is to investigate the procedure of the rapid writing strategy behaves in the teaching-learning of writing skill. Researcher descriptively used the qualitative method that specifically uses a case study design by observing the field via Whats App platform. The instrument of this research is observation checklist and taking notes to get a complete data either from personal or group Whats App. The teacher and students activities inside and outside the class becomes a primary source of data. Results, the rapid writing strategy is a fast writing practice strategy without paying attention to what has been written in advance so that writing is completed quickly and completely the rapid writing strategy helps students explore writing more without worrying about grammatical accuracy, content and vocabulary for students to do tasks in descriptive text. In addition, this strategy makes teachers more motivated, interested and fun in teaching-learning process of writing skill.

Keywords: Writing, rapid strategy, teaching-learning, descriptive text.

Introduction

Writing is the ability to express ideas, thoughts, and feelings. In terms of writing skills, there are some criteria for good writing. Good writing is how students can select topics, describe, generate and explore their ideas. Accurate and clear explanations are considered to be the main criteria for good writing, while the actual content of the communication, that is the meaning, is left for further discussion. This means that in addition to select topics, describe, generating, and exploring ideas, precise and clear explanations are the criteria for good writing (Anamaryanti, Syarifi, 2014; Susilawati, 2017). In addition, it requires thinking skills, logical skills, the use of punctuation, and the ability to combine words into meaningful sentences. Writing skills also require fast reading to understand the content of the ideas you are writing, so writing skills involve many aspects of skills (Komariyah, 2013; Nurgiyantoro et al., 2020; Ramadhani, 2013)

Beside, writing skills focus on the learning process in classroom teaching and the way to express ideas in written form with letters, words, and media. Writing skills are one of the language skills that have to master by students at junior high school. Writing is not a

natural skill, because it cannot be learned automatically and easily. According to Barret "to write well, you have to think a lot, and you have to start thinking about this topic before you start writing". When learning to write, students should practice enough. These practices can inspire students in writing (Pitrianti, 2017). Teaching writing is a method that allows students to write in the target language. Brown believes that in teaching writing, teachers need to learn more about building fluency, not just accuracy, how to use actual text and classroom context, focusing on the communication purpose of language, and to use the internal learning of the student such motivation, teachers not only pay attention to the result but also focus on the process of writing (Putri, 2017). Teaching writing can be expressed as an activity or process to help someone gain knowledge and learn to do something. And that includes the transmission of knowledge, skills, and attitudes. Transmission is a process of systematizing, conditions, task materials, and opportunities to help students acquire and construct new knowledge which is done by organizing and managing one's potential resources (Supiani, 2017). It means, teaching writing is pedagogical steps to write in the target language. In teaching writing activity, the teacher needs media to assist his/her in delivering the information and knowledge to students. So teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. This study will use a rapid writing strategy. This strategy is expected to help the students stimulate their ideas and make it easier for them to write, especially, descriptive texts (Kusumawaty, 2017).

Descriptive text is one of types of social and factual genre of text to describe a particular person, place, or thing. It can be a process of creating visual and impressive images and sensory through words. More often, Woodson said description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view (Siregar & Dongoran, 2020). Descriptive Text is a type of text in English that clearly describes the characteristics inherent in something, be it humans, animals, plants, or inanimate objects. The purpose of this text is to provide clear information about the object described to the reader (Hidayah, 2015). Its context is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing (Apriliansyah, 2016; Mursyid, 1992).

In contrast, writing is one of the skills in learning English which is very complex and difficult to teach. There is no doubt that writing is the most difficult skill for students to master. Writing skills requires not only mastery of grammar and rhetorical devices but also conceptual and judgmental elements. So it means that writing understands not only the structure of the language but also vocabulary enrichment and good spelling (Wicaksono, 2016).

In addition, teaching writing is considered difficult because it takes time to manage the writing process. Because of this difficulty, teachers must help students generate ideas and provide text writing exercises. Teachers find that students writing difficulties mostly appear in the early stages of their writing. In this case, the role of teachers in helping students

is very important. When teaching writing activities, teachers need a medium to help them deliver information and knowledge to students. To teach descriptive writing texts, you need some rapid writing strategies that can make students feel interesting and make a good impression so that students always remember what they get from the teacher's explanation. Based on the curriculum, there are some texts to be learnt by the students at Junior High School including descriptive text, narrative text, procedure text, and recount text. Each text has a different social function, schematic structures, and language features (Kusumawaty, 2017).

Rapid writing strategy has a positive impact on students writing skills, starting from writing assignment, they access their previous knowledge, engage with content, review and reflect, and setting directions for writing letters, essays, and more subject-based assignments. In addition, it can generate ideas for writing on any topic, in any subject area, students start writing and eventually produce more writing and students begin to organize ideas (Ontarion Music Educators Association, 2008). Further, it also helps students explore grammatical accuracy aspect and also encourages critical thinking and communication skill by sharing ideas with their groups. In contrast, the students will be bored and the class will be monotonous in learning. (Faizah, 2015; Riyanti, 2018; Silva & Matsuda, 2012)

Applying the rapid writing strategy when teaching writing descriptive text using the above procedure, students can escalate their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. The rapid writing procedure makes it easy for students to work, especially in writing descriptive text. In addition, students are more active in the teaching and learning process because rapid writing is a strategy that can empower fluency and spelling (Ahmad, 2015; Oktavianingrum, 2019).

The researcher chooses participants as an object to this research because they reluctant to express their ideas in written text, make students enjoy each step of learning process in a class and interested in current topic.

Method

Research Design

The research design of this study used a descriptive qualitative case study. It shows especially how the researcher gets information-related research questions. The researcher in the study observed the teacher and the students' activity in the classroom and reported it from the beginning until the end of activities.

Research setting and subject

This study taken place in one of junior high schools in Arosbaya Besides, it conducted in one class of second-grade that was chosen by the English teacher of the school. The participants that have been participate in this study were 32 students. The participants had various level of writing achievement and motivation because they were from rural and urban area. The data that used in this study was the English teacher and students.

The instrument and procedure of the Research

Observation was used to determine the teacher's strategy in teaching descriptive text. This observation has two subjects, namely students and teachers. The researcher made the

observation checklist in the form of "YES" or "NO" answers and field notes. The researcher taken notes all of the important activities which happen during the class including students choose a topic, write as fast as possible, No corrections or erasing allowed, write until the teacher says "STOP" – do not stop before, don't lift your pen or pencil from the paper or remove your hands from the computer or phone, if students lose idea, jump to start to the topic title and extending it to a sentence, when the teacher says "STOP," count and record the number of words you have written, and the last, be prepared to discuss your topic and use the writing you have done to start you off (Oktavianingrum, 2019).

To get the data the researcher observed the teaching learning process in classroom with use the observation checklist. Researcher found the real process of teacher and students' behavior of the implementation of rapid writing strategy in teaching writing descriptive text.

Data Analysis

In analysing the data the researcher paid attention on the data that have obtained from observation.. The researcher used data analysis model from that data analysed in qualitative research proceed hand-in-hand with other parts of the qualitative study, namely, the data collection and the write-up of findings. Then, reducing the data, not all the data result of the research is important. So that the important information had been taken in this research, and unimportant one had rejected. Next, presenting the data, it means described in descriptive display to arrange the appropriate information and draw the conclusion. Last, drawing conclusion, continuously interpreted throughout the references of the study (Royadi et al., 2019).

Findings and Discussion

Findings

Based on the data gained there were some steps of rapid writing strategy in writing class included choosing a topic, writing descriptive text as fast as possible, No corrections or revision as long as writing process, writing before saying stop, keeping pens, computer, or phone in the hands, if losing the idea, jump start to the other topic or sentences, counting and recording the number of written words after the teacher stopped to write, and discussing the topic with friends before submitting.

During teaching descriptive text using rapid writing strategy, the teacher used the following procedures: First, students choose a topic, students chosen a topic before the teacher have explained the material, one of the topic that the students chosen is about pets. It also made students know about the important points in the English Writing process, the use of rapid writing and eight rapid writing procedures) after the students understood today's material the teacher asked the students to make an example of a descriptive text. The teacher asked students to choose some topics they wanted to choose such as when the teacher gave topics about pets, football, mom, and idol. Then, some students were more interested in choosing the topic of Pets. To make it easy for students to write in descriptive text. This is evidenced by the presence of student data such as some students choosing the topic of pets because this topic is common and in their environment, making it was easier for them to determine the topic to write a descriptive text.

Second, write as fast as possible, the teacher asks students to write as much as they could without thinking about mistakes such as using simple presents, spelling, and others. *For example, my football t-shirt, I have a football t-shirt. The color is red. Red is the color of Liverpool. Liverpool is my favorite football team. My t-shirt has the symbol of Liverpool on the chest. It is a picture of liver birds. On the back, there is the name of my favorite player and its number. Sadio Mane, no 10. My t-shirt is very cool. I like it.*

Third, no corrections or erasing allowed, the teacher warns students not to delete words or sentences they have written. Students continuously wrote what had remembered until the teacher said "stop". And fourth, write until the teacher says "STOP" – do not stop before the allotted time limit. For example, when the teacher gives time for students to write descriptive text, students must write without erasing what they have written, until the time limit has been determined. This aims to find out how many errors in the words they have compiled.

Fifth, don't lift your pen/pencil from the paper or remove your hands from the computer or phone. The teacher asks students to write as much as they can and focus on their writing, don't take the pen off the paper before time runs out. The results of students' writing on the topic Exo; *Exo is a South Korean boy band consisting of 12 members. They are a boy band that I like. I really like Exo because the members are very handsome, tall, and good at singing, acting, and many others. They have released many songs and dramas. One of the dramas that starred in Moon Lovers: Scarlet Heart Ryeo, Rich Man, Poor Woman, It's Okay That's Love, Dokgo Rewind, and Andante.*

Sixth, if you lose the idea, jumpstart your brain by writing the topic title and extending it to a sentence. When students start to run out of ideas, try writing the topic title and developing it into a sentence. Seventh, when the teacher says "STOP," students count and record the number of written words. After the time is up, the teacher asks the students to count how many words they have written. And notice below an example of the descriptive text they have worked on.

Last, be prepared to discuss your topic: use the writing you have done to start you off. The teacher asks students to submit their assignments via Whatsapp group after that the teacher chooses one of the sample texts from students to be discussed. One of the results of student assignments such as *Suga, He is my idol. His name is Min Yoon-gi and better known as Suga, He was born in Hangul, March 9, 1993, He is a member of the Korean boy band BTS. He has the whitest skin among the other members. He can do anything, sing, rap, dance and many others. I really like him because he has a very handsome, face.*

The researcher provided a file that is sent via personal Whatsapp. Before the teacher fills out the observation checklist, the researcher explains the contents and how to fill it in the observation checklist. The teacher only chooses between yes or no using a checklist. After the teacher fills in the observation checklist and then sends back the results of the checklist observations that the teacher has filled into the researcher via personal Whatsapp

The eighth procedures observed in the checklist, the teacher answered yes to all of these procedures. So the procedure for applying the rapid writing above is very helpful for teachers in teaching descriptive text. By using the above procedure, it is easier for students

to write descriptive text using a rapid writing strategy. The teacher frees them to choose any topic they want to choose to describe so that students can their writing.

Researcher also provided some data form of files sent via Whatsapp group. Before they filled out the observation checklist, the researcher explained the contents and how to fill out the procedure in the observation checklist. Students only choose between yes or no using the checklist and students are required to fill in the name and class that has been provided above the observation checklist. After they filled in the observation checklist, they sent back the results of the observation checklist they had filled into the researcher via personal Whatsapp.

The researcher also used an observation checklist for all students to find out the process. An observation checklist is given to students to choose "Yes" or "No". Based on the checklist that has been filled in, the researcher can describe the student responses which are described on the following figure:

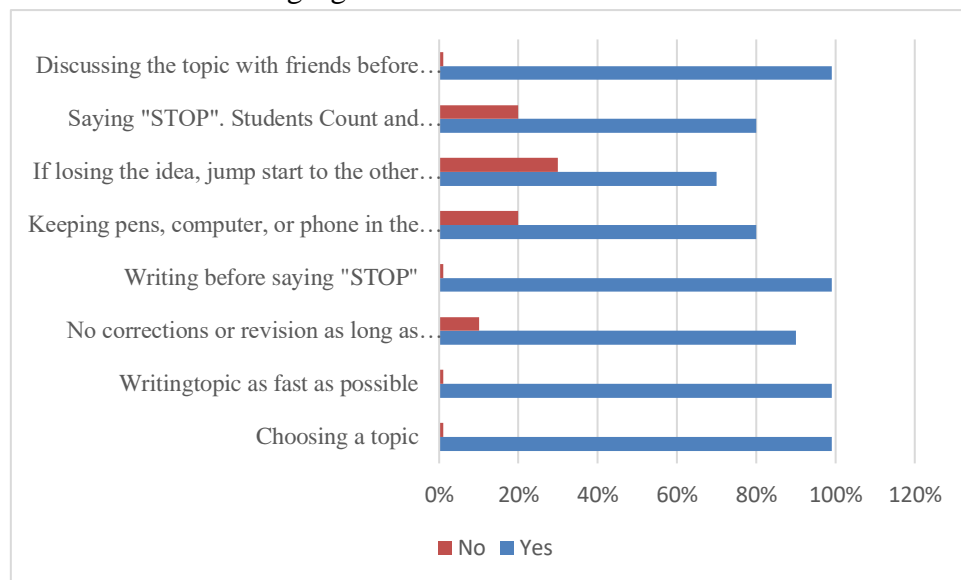


Figure 1 The Result of Observation Checklist

Discussion

Based on observations, a school has been used by teachers and students both inside and outside the classroom. In the online learning process, the teacher uses via Whatsapp group. In using the rapid writing strategy, the teacher asks students to make a descriptive text addressed to their classmates.

The implementation of rapid writing strategy, the teacher uses the following procedures: *First*; students choose a topic, students need at least five until ten minutes of each topic without stopping. It is a simple step to brainstorm students' interest, idea and experiences. The selected topic of a pet shows that the students' readiness appears in determining a pet, it also they have a good motivation to write because only one percent of students does not choose the topic. *Second*; write as fast as possible, Students are asked to focus on a particular topic or idea and write everything about their topic chooses. Then help with rapid writing strategies for students if they are stuck and don't know what is written. In other words, hurry writing makes it easier for students to write because by writing fast students can write down everything they know and understand about the topic subjects. Mostly, students' uses a simple sentences with various form such as *The color is red. Red*

is the color of Liverpool. Liverpool is my favorite football team. It means that students perform the grammar usage well, even though they have errors in spelling, because three sentences only consist of ten words (Ahmad, 2015; Faizah, 2015; Oktavianingrum, 2019; Silva & Matsuda, 2012).

Third; No corrections or erasing allowed, with this strategy, students can escalate their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. This step makes students work easily especially in writing descriptive text. The students' problems is on spelling the word of *favorite* and *color* which the correct ones are *favourite* and *colour*, and an grammar error such as *They are a boy*, it should use *is* not *are* . They focus on paragraph organization that writing a paragraph fluently is one way to neglect the own worries while writing a paragraph because the students' worries is twenty percent. In addition, students are more active in the teaching and learning process because it can encourage fluency in spelling written words. It also enables students to memorize all the steps in writing activities. The data also have similarities with believes that some strategies are too complicated and require too many steps to remember and implement but this is the applicable step in writing class. It can be effective, if the teacher simplifies each part of strategies, and the students are easier to remember and use (Ahmad, 2015; Oktavianingrum, 2019)

Fourth, writing until the teacher says "STOP" – do not stop before, writing continuously even though what is written is "I don't know what is I must write!", Place When the timer is running, avoid: Brainstorming, sentence organization, Grammar check, Retry, Crossing out or deleting something, and finally Continue until time runs out and ready to stop. Although the students have limited time to write, they are succeed to avoid many mistakes or error either in the vocabulary or grammar. Their mistakes only two words and uses a good grammar. *Fifth,* don't lift your pen/pencil from the paper or remove your hands from the computer or phone. The students' pen ought to consistently exist in the hand as long as they were writing the sentences by sentences become a good paragraph, they find some problems during the online learning process such as low battery, unsuitable networks and calling incomes while writing process, it causes twenty percent of students remove the phone, and does not the step well enough. *Sixth,* if you lose the idea, jumpstart your brain by writing the topic title and extending it to a sentence, students write the other sentences that are considered as the more reluctant ones than the difficult sentences to be described. The student's paragraph mostly use the pattern of S + V + O, or *noun, verb, articles (a, an and the)*. They rarely utilize the complex sentences, most of them write in compound sentences with simple conjunctions are like *and* in *They have released many songs and dramas*. The most numbers of the result of observation is this step which is until thirty percent. *Seventh,* when the teacher says "STOP," count and record the number of words you have written. Students calculate the number of words they have written and stored this information on a graph in their writer's notebook. The average of students' number in each paragraph are five until seven sentences with ten daily difference words. This average is excellent, because they are able to write paragraph in five minutes. The figure 1 shows that there are thirty percent of students who pass this step. *The last;* be prepared to discuss your topic: use the paragraph

you have done to start you off. The students' performance in in discussing a topic does not seriously doubt it well, because they just only asks the other opinion and the title of each students' paragraph. There are some of them check the spelling only such as *becouse*, *hendsome*, and *amang* become *because*, *handsome* and *among*. The data appropriately recommend several procedures that teachers carry out in the classroom (Ahmad, 2015; Oktavianingrum, 2019; Pitrianti, 2017).

The eighth procedures of rapid writing, the teacher helps students in taking ideas generally and provide exercises in compiling texts. The teacher realized that students' difficulties in writing mostly occurred at the beginning when they started writing. In this case, the teacher's role is very important in helping students. In learning to write, the teacher needs media to assist him in conveying information and knowledge to students. Learning to write descriptive text requires something that can make students feel happy and have a good impression so that students will always remember what they get from the teacher's explanation. This is under Brown (2017), teaching writing supervises, facilitates learners to learn and sets conditions in learning to produce a text. He also stated that teaching is motivate learners to do, giving instructions, guiding, giving knowledge, making students to know or understand. To help students escalate their writing, the teacher uses a rapid writing strategy to make it easier for students to write descriptive text and help them in writing fast (Ahmad, 2015; Oktavianingrum, 2019).

Conclusion

From the results, the researcher can conclude that applying the rapid writing strategy when teaching writing descriptive text using the above procedure, it really helps students to start writing and ultimately produce more writing. With this strategy, students can help their ideas in their own words without hesitation and fear of making mistakes so that students are more interested in learning to write using the rapid writing strategy. The procedure of rapid writing makes it easier for students to do assignments, especially in writing descriptive text. Proper teaching procedures have a positive effect on students' writing ability such as "*before saying stop*", students only focus on completing paragraph well in a little moment. By using the rapid writing strategy students can explore their ideas in their own words without hesitation and fear of making mistakes such as simple present tense, thus making students more interested in learning to write by using the rapid writing strategy and by using this strategy learning becomes more fun so that it makes the learning process different and more interesting.

Rapid writing strategy is a fast writing practice strategy without paying attention to what has been written in advance so that writing is completed quickly and completely. The use of a rapid writing strategy helps students explore writing more without worrying about grammatical accuracy, content and vocabulary for students to do tasks in descriptive text. In addition, this strategy makes teachers more motivated, interested and fun in teaching-learning process of writing skill.

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Formal Education in Indonesia and Egypt: Comparison of Challenges in Teaching English on Secondary Level

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Highlights

Similar challenges in English teaching were found between Indonesia and Egypt

ABSTRACT: This research aims to compare the challenges in teaching English between Indonesia and Egypt. This study is restricted to the secondary level for formal education in both countries. The study is also investigated the teacher's problems for formal education in Indonesia and Egypt and what are the challenges that the English teachers may face while teaching in both countries. The research used the comparative method of studying to evaluate and compare the challenges and causes for common problems in formal education in teaching English in both countries. Data were collected in two different ways; the questionnaire and interview. There were 30 English teachers as respondents in this research who teach in several cities in Indonesia and Egypt. The result of the study revealed that several similar challenges found in English teaching both in Indonesia and Egypt, such as students' lack participations, numbers of students in a classroom, teachers' competency in the curriculum implementation, and teachers' management skill. This study uncovered ways to overcome these challenges such as joining seminars to enlighten teachers' competences, dividing students into smaller groups, asking them one by one to share their thought, applying the classroom in the beginning of the class, and giving remedials to the ones who need extra attention.

Keywords: Egypt, formal education, Indonesia, secondary level, teaching challenges.

Introduction

Formal education takes place on the college premises. Anywhere someone can research basic, academic, or manual skills. Young children usually attend kindergarten or pre-college, but formal schooling often begins in elementary college and continues through secondary college. Secondary schooling (or better schooling) usually occurs at a college or college that can furnish a degree. It relates to a particular or level and is offered below the safe guidelines and regulations. Specifically qualified teachers give formal training. They are claimed to be frugal in the artwork of teaching. Together they pay attention to strict discipline. The scholar and thus the trainer is aware of the information and engage inside the educational method

School is a social context that answers the need to pass on the culture and heritage to its members. In this case, people can grow as individuals who can build their own identity as a person and socialize well with others, of course through participation in various collectives and groups. However, the school is an agency that operates outside the social world and is a structural transformation in society that must be balanced with structural transformation in schools.

There are many different languages used to communicate. One of them is English. In school, we learn languages, one of which is English. English is an international language that everyone in the world must learn to facilitate communication with other people in different countries. Adopted from Mappiasse and Sihes (2014), English has become the most spoken language in the world today. Therefore, the ability to speak English is necessary for everyone.

Several aspects that influence the development of English for students in Indonesia and Egypt are the curriculum and teachers' awareness of the curriculum itself. In the world of education, whether made by the government or adopted from other countries, the curriculum is a significant part. The curriculum is an interactive process developed between students, teachers, materials, and the school environment (Chen, 2007). The curriculum includes additives that can improve first-grade education. The main additions included in the curriculum are goals, materials, methods, media, and assessment. The education system in each country is different. To find out the education system used can be seen from the curriculum. For example, in Indonesia using the 2013 curriculum and in Egypt using connect plus the American curriculum or English Today. The curriculum is used as a guide in optimizing student competencies.

Another thing that must take into account besides the curriculum is the teacher's competence. The teacher is someone who can create behavioral changes in the cognitive, psychomotor, and affective domains. A teacher is also able to manage situations in the classroom. Especially English teachers, they must be able to choose materials, teaching methods, and media suitable for the situations and conditions in the learning process in the classroom. However, teachers have some problems with teaching materials in the classroom. In Indonesia, in particular, English must be adopted at a young age. Indonesia is ranked 51 out of 88 countries in the EF EPI (English Proficiency Index) in 2018. Indonesia's EF EPI

score is 51.58, which is relatively low. In Asia, Indonesia ranks 13th out of 21 countries surveyed by the EF EPI in English proficiency. In Indonesia, there is also a comparison between provinces. South Sumatra is ranked tenth out of eleven provinces surveyed by the EF EPI, suggesting a very low degree of competence. It is undeniable that Indonesia lags behind other nations. Meanwhile, mastering the English language is one way the Indonesian younger generation competes globally. As a result, English must be taught as soon as possible in order for them to become fluent in the language.

English is a compulsory subject in Egyptian public schools today, and it is implemented at the preparatory level (grades 7–9). According to Massialas and Jarrar (1988), students receive five periods of foreign language instruction per week, and this language instruction continues during the secondary school curriculum. Private schools, on the other hand, often begin teaching foreign languages as early as preschool. This is one of the distinctions between English taught in public schools, and English taught in foreign language schools. Egypt is included in what (Kachru, 1992, p.233) refers to as the "Expanding Circle" of countries where English is becoming a universal second language. However, the status of English in Egypt in 1996 and 1997 led one to infer that, while Egypt is part of the 'Expanding Circle,' there are several Egyptian contexts, such as medicine, higher education, the sciences, and tourism, that extend limbs into the 'Outer Circle. The nations of the Outer Circle,' according to Kachru, are those where English is used as a first language for communication between natives of the region (within their own country). Apart from religion, English has played a major role in Egyptian popular culture, as demonstrated by ads, television, clothes, and music.

Outside of this fact, English teachers in primary or secondary schools who are major players will work even harder. Simultaneously, English teachers in primary or secondary schools can face major obstacles in their pursuit of a career as a teacher of young students. (Nunan, 2010, pp. 7-12) Nunan describes that teaching English to young learners poses difficulties in cognitive growth, motivation, focus, tiered classes, and evaluations. According to a study conducted by (Mejía, 2009) in Colombia, there are insufficient resources for teaching English in primary schools because the government is likely to concentrate on high schools. Furthermore, (Garton, 2014) discovered that the most common problems faced by teachers in South Korea were teaching strategies, class size, and student factors (discipline, motivation, and mixed grade class problems). As a result of global research, it can be inferred that young students' English teachers face difficulties in fulfilling their obligations.

In Indonesia and Egypt, English is taught and used as a foreign language. The government has proposed that English be made a compulsory subject in secondary schools since it is one of the most relevant foreign languages for communication (Nurkamto, 2003). Furthermore, according to Lie (2007), "the preservation of English as a foreign language has stabilized as it is officially taught in secondary education." The Minister of Education and Culture's Decree No. 060 / U / 1993, dated February 25, 1993, establishes the purpose of teaching English in schools., According to the 1989 Constitution on the Educational System National, the ultimate aim of English subjects in the classroom is to make students fluent in

English in the age of globalization (Rachmajanti, 2008). In the meantime, according to Nurkamto (2003), "the purpose of teaching English in school has established a communication skill in students that can motivate students in their university education."

These targets, however, have never been reached satisfactorily. While English is required in secondary schools, proficiency and proficiency in this foreign language are generally low in secondary schools (Lie, 2007). When students are asked to express themselves in English, they find it especially difficult (Nurkamto, 2003). Few students, especially those in the middle and upper socioeconomic classes, can take English to the next level. "Easy access and the ability to develop their English skills through private lessons, computer-based language classes, and exposure to Western influences, television channels, and international films" are available to these students (Lie, 2007). Furthermore, he also adds that English was never used as the lingua franca by most of the population outside of the academic and technical worlds. As a result, the researcher is eager to discover a wider range of challenges in English teaching, especially in Indonesia and Egypt.

Here, the ambition is to develop theoretically informed insights. There are two research questions raised in this study. Those are what challenges in teaching English as a Foreign Language at the Secondary level in Indonesia and Egypt and what solutions to overcome the challenge of teaching English as a Foreign Language at the secondary level in Indonesia and Egypt are.

It is important to begin teaching English to children as early as possible (Cameron, 2001) claims that beginning to learn a foreign language at a young age has many advantages, especially in language skills such as listening comprehension and pronunciation. Curtain (1990) also states that students who begin their education in primary school have a greater chance of achieving a higher degree of language proficiency than those who begin secondary school later. This is in line with the British Council's Policy Survey on Primary West Germanic Language Teaching Worldwide, which surveyed 66 respondents from 66 countries (including Indonesia and Egypt) about demands for teaching English to young students. The results indicate that one-third and one-sixth of respondents, respectively, expressed a decrease in the age at which they started learning English as a whole or part of the context. Each made English compulsory at the intermediate stage. This reality represents the early demand for better English. Aside from that, it portrays an accurate picture of how the notion of English as a language that needs to be taught to young learners is gradually being lifted.

In Indonesia and Egypt in particular, early English building is very important. Understanding English, in general, is a way for a new generation of Indonesians and Egyptians to cope with global competition. So, to learn English to prepare for international competitions, you need to learn English quickly. High school English teachers overcome this reality and become great athletes who will do the hardest work. At the same time, high school English teachers can face considerable challenges in managing tasks with younger students. (Nunan, 2010, pp. 7-12) explains that the difficulties in learning English are mental development, motivation, caring, multi-level groups, and assessment. Internationally,

Garton (2014) found that Korean teachers face a number of challenges when learning class subjects, class sizes, and student characteristics (training, motivation, mixed classes). Hence, from a global survey, we can conclude that young English teachers are struggling to fulfill their responsibilities.

There are similar situations in Indonesia and Egypt. The English teaching task at Salatiga was three-tasking submissions and implementation findings from a study conducted by Widya and Rahayu (2016) in rural schools. (1) English academic position (2) Teacher skills domains, (3) Student social and economic background. There are also the results of a discussion of English teachers on this issue. They have a hard time learning an English degree, and that is one of them.

Nunan (2010) presents five significant challenges that English teachers may face. These challenges include mental development, motivation, attention, multiple groups, and assessment. The first function is mental development. Young students are in the mental and social development stage from childhood to adulthood. This will be a major challenge and will be considered by teachers when designing building materials. It introduced an official language program to promote teaching, which is not the right decision for young students. On the contrary, they are asked to perform tasks and materials designed for students according to their steps.

It explains the importance of fostering a second challenge English teachers may face and motivating students. On the other hand, there are a number of factors that can affect student motivation. There is a consistency between both definition and purpose. Students are encouraged to understand what to do after learning something and how it can be linked with knowledge. Dick, Carey, and Carey (2015) have explained this by giving information to their students. It helps to apply effective learning strategies for educational purposes and discover the value of education. Therefore, teachers should offer both of these aspects when teaching young students, including English.

Diversity in student groups also leads to serious problems. Diversity includes many motivations, many ways of learning, many indigenous languages, especially different degrees. Therefore, the teacher must resolve the child's differences. To deal with skills gaps, they had to design building materials and questions of various difficulties.

Ultimately, when it comes to assessment, Nunan needs to know how well students are doing, as assessment is an important part of the learning process and the learning process. An integral part of the learning process includes several goals to allow teachers to determine if a direct learner response is needed, such as assessment. (Halliwell, 1992) agrees that teachers claim more focus on the achievement of content goals. At this point, the teacher must be fully competent for the student exam and must be able to develop a student's language rather than just focusing on the student exam.

Many studies highlight the challenges teachers face. This study shows that English teachers around the world face a similar problem. Numerous studies around the world address these issues. Garton (2014) investigated the case in South Korea in 2014. Because of the difficulties encountered in learning English, he looked at the teacher's point of view.

He found the teaching style, class size, special student grades (problems, motivations, various lessons to be taught English) became a big problem. 31-40 children with 135,000).

Similarly, English teachers in Indonesia and Egypt are aware of a variety of issues concerning their careers. However, since they are heavily affected by various contexts, there may be some differences in terms of challenges as opposed to challenges in different countries. (Widya & Rahayu, 2016) based his research on the difficulties teachers face while teaching English to young students in Salatiga's rural public secondary schools. There are at least three difficulties in teaching English in classrooms. The most important factor is the English language's position as the source of the original text. The government paid little attention to this reality. Most schools lack the requisite tools to teach English. The second factor is educational history and instructor experience. The majority of the teachers do not seem to have completed an English language education program, and there is a dearth of pedagogical expertise in English teaching. However, they continued to believe that they might do something if the textbook provided them with the required details. The final challenge concerns the students' socioeconomic backgrounds. The majority of the parents in the village tend to be uninterested in learning English. Although parents in cities compete to send their children to English classes to develop their skills, parents in rural areas only give up their children's command of the English language in return for school activities.

Method

The methodology used in this research is the comparative study as it is looking to evaluate and compare the underlying cause of the challenges in teaching English on the secondary level in both Indonesia and Egypt. The teacher reflects on the situation. Teachers should be mindful of what they are doing in a teaching and learning situation, the accuracy of what they do, and finding ideas or suggestions. Self-reflection is also included among the critical teaching skills. This research address in more detail those problems in teaching English that can be defined as trans-contextual (cross-national and cross-cultural), with emphasis on the main methodological and technical challenges that the teachers may face. A comparative study is an explanation or interpretation of real problems that can be made from the participants. Especially in the last decades, challenges in teaching English are widespread all over the globe.

The research was mainly based on 30 samples. 53.3% of them were Indonesian English teachers, and 46.7% were Egyptians. There were precisely 30 teachers who participated in this research, 16 teachers from Indonesia, and 14 from Egypt who teaches English in various cities in both counties. The samples were from different cities in Indonesia and Egypt; 16 teachers from Indonesia and 14 from Egypt who teaches English in various cities in both counties; 5 participants from Jakarta, 5 participants from South Tangerang, 1 participant from Tangerang city, 2 participants from Depok, 1 from Serang Regency, 2 participants Cairo, 10 participants from Ismailia, and 1 participant from Alkordi. They have experienced in teaching English from 1-33 years. The social status of the students they teach was divided into three categories: high class, middle class, and lower class. The result found that 15

participants chose the middle class, 13 participants chose the high class, and 2 participants chose the low class.

The research uses the questionnaire and interviews as research instruments and data collection techniques to achieve the stated objectives in which the researchers used them to collect data from the study participants. The researchers devised a questionnaire with structured and unstructured questions in order to collect data from the respondents. Since the questionnaire was not fake, the data obtained may be used to back up the study. There were 10 questions asked about the curriculum the teachers in both countries have used, the strengths and weaknesses of the curriculum, teachers' participation in joining teachers' training in improving their pedagogy skill, the challenges they have faced in their classrooms, the solutions they addressed. The data gathered were analyzed and explained descriptively.

The respondents' anonymity was assured, and it was easy to obtain a vast amount of data in a short period of time. It was also inexpensive to administer. The questions were not vague, indicating that only one interpretation was possible. The questions were simple to understand and could be answered precisely. They were not too long or wordy. The researchers used an oral questionnaire during the interviews. It was a process in which researchers asked respondents for knowledge through verbal contact. Tape recorder and document were among the tools used in the interviews.

Findings and Discussion

Findings

The first two questions from ten questions about the challenges may face by the English teachers in Indonesia and Egypt about what curriculum they use in their classroom and whether or not they always apply it into the teaching and learning activity. In Figure 1, it can be seen from 30 participants, 15 English teachers in Indonesia tend to apply the governmental curriculum. Curriculum 2013, 1 of the teachers mentions use Cambridge. Furthermore, three teachers teach in international school mix it with Cambridge curriculum. To put it another way, most English teachers in Egypt surprisingly apply international curriculum in their classroom such as Connect Plus, Aim High Time for English, and Cambridge, and only two use the governmental curriculum.

What curriculum is applied in your school?

30 responses

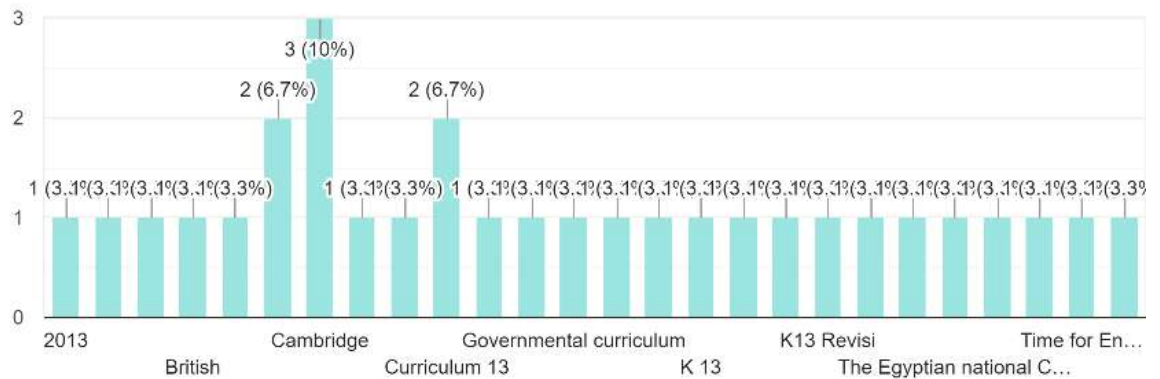


Fig. 1 Various Curriculum Implemented by English Teachers in Indonesia and Egypt

To give more depth information about weaknesses and also strengths in applying the curriculum into implementation in both Indonesia and Egypt, 30 teacher participants were asked to list the strengths of the curriculum in Indonesia and Egypt as follow:

Table 1

The Strengths in Applying Curriculum in Indonesia and Egypt

No.	Indonesia	Egypt
1.	Well-structured	It helps students understand easily
2.	They have well-prepared syllables and materials	It specifies in some considerable detail the educational milestones
4..	Train critical thinking and collaboration of students.	It helps students to think critically. It makes students more enthusiastic about learning new ideas.
5.	Students center approach	It makes the students more active in the class
6.	It can increase student's character, creativity, innovative, and critical thinking	Develop participation of students to be more active and creative
7.	Teachers feel free to make a lesson plan	It is powerful as it helps the students understanding English in many aspects
8	Listening, Speaking, Reading, and Writing skills. Besides, pay attention to students' attitudes to be good personalities	The main focus of this curriculum is on teaching the students the different kinds of writing.
9.	Train the creativity of teachers	Improving teacher's knowledge skills and teaching techniques
10.	The competence and material are developed systematically	It is organized

It was shown from the table that Indonesia and Egypt curriculum have similar strengths, started in number 1. If in Indonesia, the curriculum is well-structured, in Egypt is helping the students understand it easily. Then, in Indonesia syllabus is prepared in the

curriculum. Meanwhile, in Egypt, the curriculum is detail. Furthermore, both agreed that the curriculum in Indonesia and Egypt train students' critical thinking and collaboration.

Additionally, both curricula required students center approach where students should have more participated in the classroom. They also cover English skills materials to be taught. The last is they ask teachers to be more creative in preparing the material. These two curricula also inspire teachers to be more creative in preparing the lesson plan. Above all, Indonesia and Egypt curriculum have notable similarities in the term of strengths in their curriculum: they are structured well, they apply students center approach, ask students to think critically and to collaborate with others, cover English skills and need teachers to be more creative.

Not only the strengths, but the participants also need to mention weaknesses in the implementation in their classroom in both countries as presented in the table below:

Table 2
The Weaknesses in Applying Curriculum in Indonesia and Egypt

No.	Indonesia	Egypt
1.	Active students are more active, and passive students are more passive.	The deep lack of factors that needed
2.	Sometimes it is not easy to teach certain competence with the variation of English skill levels	Teachers must prepare and choose the best method.
3.	There are so many materials to be taught	Some couples are weak in the language
4.	Time management	It sometimes consumes additional time
5.	Not focusing on the 4 English skills	This curriculum does not care a lot about speaking
6.	Too many complex assessments which are not applicable to some extent	Limited vocabulary
7.	Teachers creativity	There are difficulties
8.	The class sometimes are noisy and having lack of teacher's guidance	We need training programs more than once a year

However, the weaknesses of the curriculum in both countries are revealed in Table 2. The noticeable general weaknesses experienced by both countries are students' participation in the classroom, students' lack of English competence, time allocation, not focusing on four English skills (R/W/L/S), students' lack of vocabulary, and class management.

To identify teachers' participation in joining training, workshop, or seminar in 2020 to strengthen their perspective to implement the curriculum in their classroom and solve various challenges. The result shows as presented in the fig.2.

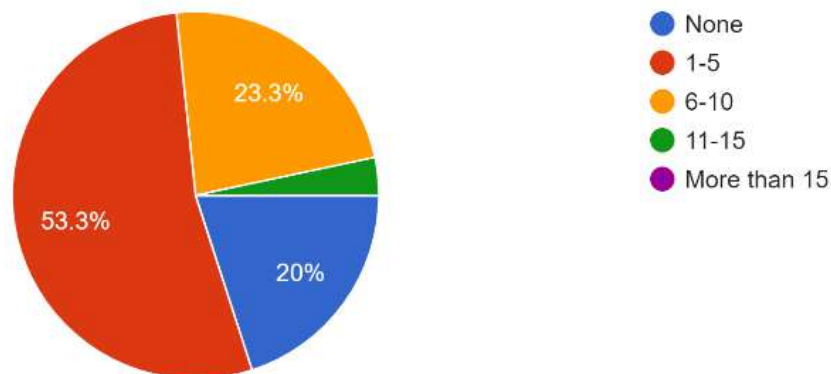


Fig. 2 Teachers' Participations in Joining Training in 2020

From the pie chart above, around 20% or 6 teachers have not joined any training yet 53.3%, or 16 teachers joined 1-5 trainings, 23.3% or 7 teachers joined 6-10 trainings, and 3.3% or 1 teacher joined 11-15 trainings this year. Again, the teachers' participation can be an anticipation of the challenges and obstacles that they find in the classroom. The kinds of training that teachers in Indonesia and Egypt mentioned in the questionnaire as listed below:

Table 3

Workshops and Seminars Joined by English Teachers in Indonesia and Egypt

Indonesia	Egypt
▪ Guru Merdeka Belajar	▪ Teaching English Novel and Drama training.
▪ Cambridge seminars	▪ Oxford Training
▪ Assessment (AKM)	▪ Teaching training
▪ How to manage a class	▪ Teaching methods
▪ Media of Teaching	▪ Class management training
▪ Development of learning activities with curriculum 2013	▪ NTTP program
▪ PKP	▪ IELTS and TOEFL
▪ ANPS	▪ British Council Training

Numerous trainings joined by the teachers in both countries seem to overcome challenges they face in the classroom. In Indonesia, the most frequently participated training is Asesmen Kompetensi Minimum (AKM), a replacement of the National Exam (UN). 4 out of 16 teachers in Indonesia mention participating in this workshop. Other mentioned trainings and workshops are how to manage the classroom like in Merdeka Belajar associated by Ministry of Culture and Education (Kemdikbud), Program Peningkatan Kompetensi Pembelajaran (PKP), The Association of National and Private School (ANPS), and Media of teaching. In another way, teachers in Egypt incline that they put forward their capability to manage their classrooms to face challenges they meet, such as joining the National Technical Training Program (NTTP), Oxford Teachers Training, and British Council Training. Moreover, they also build their own capability in English by learning IELTS and also TOEFL.

Pointing out the challenges which the teachers have found in the classroom and also solutions they offer to solve those problems, these two main questions asked to 16 teachers in Indonesia drawn in table 4.

Table 4
The Challenges and Solutions OfferED by English Teachers in Indonesia

No	Challenges	Solutions
1.	It is hard to get in touch with students fully	Trying to address everyone in the class
2.	Not all students are active or participate in giving their thoughts	Ask the passive students to be more activate by calling their names to share thoughts
3.	Limited time	Give them exercise at the end of the class, and it will be recorded on their report
4.	Lack of some facilities, low in mastering IT, no support from the parents	Completing the facilities by steps, learning how to use IT, giving understanding to the parents
5.	The difference in my students' abilities	Ask the brightest students to lead and give their ideas first, followed by slow learners
6.	Some students are still doing code-switching and shy to speak English fully	Try to encourage them not to be ashamed of their English
7.	Noisy students who often disturb others	Make a discussion with them in order to interact well
8.	The lack of teacher's creativity (making PPT, etc.)	Joining more training
9.	Not all of my students want to learn English	Create a more engaging teaching and learning process
10.	Big class	Divide them into smaller groups
11.	Get students ready to learn	By warming up
12.	The students have different English level	Find an interesting method to make all students active and participated in class
13.	Sometimes the students do not meet the teacher's requirements, or they did not understand the instructions	Give the ice breaking, making class rules
14.	Students still do not dare to express their opinions	Encourage the students to express their opinions, be active when learning in class, and give active and courageous children points.

On the other hand, English teachers in Egypt are also asked what challenges they meet in the classroom and their solutions to solve such challenges. This can be a comparison of challenges and solutions in both countries; Indonesia and Egypt. The two challenges and solutions faced by English teachers in Indonesia gathered and categorized into this table below:

Table 5
The Challenges and Solutions Offered by English Teachers in Egypt

No	Challenges	Solutions
1.	There is no smartboard	Ask the head teacher after the class to get extra advice
2.	The time of the session	Talking respectfully
3.	A large number of students	Try to organize the session more
4.	Some pet peeves in the class	Try to create some kinds of punishment to control the classroom.
5.	To have plenty of time to get well prepared	Change the techniques
6.	Slow learners, or students who cannot understand English	Use pictures, videos, let the students or ask a colleague for help
7.	Slow learners that could not achieve standard from the curriculum	Organizing remedial

8.	The high numbers of students and some of them do not know anything about the language	With discussions between the students
9.	There is no enough time, potential, or even appropriate teaching aids.	With a scientific method of solving the problem and making the headmaster and other teachers participate, the participants can solve this problem.
10.	Many schedules lose teachers' energy and get exhausted.	Find solutions or share to coordinators
11.	Number of Students	Make groups of discussion
12.	Time is the main obstacle	Giving a gentle reminder first
13.	Managing students' attitudes	By competition

Discussion

The data yielded by this study convincing evidence that there are similar challenges are facing by English teachers in Indonesia and Egypt. The first is students' participation in the classroom. Students' participation has one of the main roles as a parameter to the success of classroom activity to measure whether or not the students have understood what the teachers explained. According to Cortazzi and Jin (cited in Tesfaye Abebe & Deneke, 2015) stated that Asian students tend to be inactive in classrooms. They did not volunteer themselves to ask or answer questions. Since English is a foreign language, several problems cause students' participation in the classroom, such as a lack of vocabulary that affects students' different competence. The teacher respondents agree to ask the smarter one to tell the lower one to solve this inequality competence level to build a more active classroom environment. Further, teachers also have tried to find the appropriate and various methods to stimulate the students to be more involved in the classroom. "Since students' educational backgrounds, personalities, ambitions, age, and learning styles vary, it is important to come up with realistic strategies for coping with multi-level classes." (Roberts, 2007, pp.2-3). Another challenge found by teachers is a class disruption made by noisy students. Meanwhile, focusing on students behaviors in classrooms is teachers' responsibility to have excellent classroom management (Ducharme & Shecter, 2011). Result of the questionnaire, teachers use their personal approach to remind those noisy students or even address a firm warning to behave well in the classrooms.

Another challenge commonly happens in developing countries is the number of students in a class. There are around 35-40 students in governmental or state schools or even more in a classroom. However, the fewer numbers of students in a classroom are believed as a more effective classroom activity. This is applied from developed countries in their policies, e.g., USA, European countries, China, and Japan, that reduce the number of students in each classroom (Blatchford & Lai, 2010). As Johnson argued, teachers tend to have more time to observe and give more feedback on their students' progress (Johnson, 2011). To solve this challenge, the teachers initiate to divide the students into smaller groups. This is also helpful to make the material effectively delivered by the teachers. Vast numbers of students in a classroom and materials must be finished quickly, making teachers

overwhelmed in time management. To figure this out, the teachers try to ask students to finish the exercise at the end of the session and remind them respectfully.

Moreover, English teaching will not achieve its goals if the teaching materials are not secured. It is necessary to “oppose the facilitation of teaching materials to enable teaching and learning of English” (Ducharme & Shecter, 2011). Lack of facilities has been found, especially in many state schools. Lack of mastering the technology, no support from the parents, and lack of teacher's creativity are challenges in teaching English as a foreign language. There are several suggestions addressed by respondents to develop the classroom and minimize the challenges found as giving the students some games, joining trainings to develop the teaching, sharing with other teachers how to overcome some problems in the class. Other suggestions include giving ice breaks, giving motivation to the students, applying various appropriate methods, doing self-development, dividing into smaller groups, interacting more with students, establishing class rules, giving more activities, preparing and practicing more, teaching students critically, using self-assessment, and being more creative.

However, despite the similarities found in both countries, there found still some variances likewise, most teachers in Indonesia incline to use the national curriculum, Kurikulum 2013. Meanwhile, more than two-thirds of teachers in Egypt use the international curriculum, Cambridge, only two of them use the national curriculum. The number of participants who teach in private schools is higher than in state schools, implying classroom management and curriculum implementation problems. This involves time allocation, students' participation, and the taught materials rather than school facilities found as obstacles in state or governmental schools. Above all, it can be concluded that the impact of applying curriculum in both countries, the number of training that the teachers joined, challenges that the teachers meet. The solutions that the teachers use will correlate one to another.

Conclusion

Several similar challenges have been found in English teaching in formal education in the secondary level both in Indonesia and Egypt, such as students' participation in the classroom, number of students in one class, students' different competences in English, the way teachers implement the curriculum, the classroom management skill the teachers have, and how they instill students' attitudes. The lack of facilities found in the classroom was also mentioned by the teacher who teaches in a state school in Indonesia. On the contrary, the thing faced in a state school in Egypt is a too high standard English subject from the government. The teachers have offered solutions to decrease the challenges, such as joining workshops or seminars, build class rules, divide the into smaller groups, and giving remedials to minimize the challenges in teaching English at the secondary level in Indonesia and Egypt.

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Archetypes & Self-Realization in Disney's *Cruella* (2021) Movie: Jungian Psychoanalysis

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Highlights

Jungian archetype depicted in *Cruella* movie showing how Estella's persona of being obedient to her nurturing mother, the awakening of the shadow self and breaking the restraints, and eventually the achievement of recognizing her own value as a person.

ABSTRACT: The research focused on archetypal elements in the Disney film *Cruella*. The goal was to see how Estella's personality reflected Jung's archetype theory. Carl Gustav Jung identified the major archetypes, which are the result of shared ancestral experiences that can be found in art, literature, and religion but are not readily evident to the naked eye. Archetypes are inherited, universal patterns of people, actions, or personalities that have an impact on human behaviour. Watching the movie, reading the movie's transcription, selecting quotes, studying cinematographic elements, identifying the data based on the study's theme, and classifying the data to point out the issues of Jung's archetype in the movie were all used to assemble the data. According to the findings, Jung's archetypes were depicted in the film. The results of the research revealed that the main character's speech and actions reflected Jung's archetypes. According to the discussion, Estella's mental growth is obtained from three aspects: her persona, shadow, and self-realization. Self-realization is attained through breaking free from the constraints of the persona, recognizing and accepting the shadow, and balancing the two sides. Despite being difficult and perhaps dangerous, those are critical stages on the way to mental and psychic development.

Keywords: Personality; Archetype; Persona; Shadow; Self-Realization

Introduction

The paradoxical character of human beings always brings a certain level of complication to any conversation about them (Suryosumunar, 2019). From the beginning of his life to the end, every human being strives to reconcile his dual nature, which includes both good and evil aspects (Feist & Feist, 2006). In their article, Revelle and Scherer argue (Revelle & Scherer, 2017), that people are shaped by and valued from society's norms or standards as well as their own ambitions, because everyone needs their own 'desires' to succeed in life. Personality is the time-and-space patterning of affect, behaviour, cognition, and desires or objectives. Self-realization, according to Jung, is our ultimate and necessary goal in life, and each of us has the potential to achieve it. Human nature is dynamic; our pattern is derived not only from our childhood and adult experiences, but also from the experiences of our forefathers and mothers, which are preserved in the collective unconscious as the species' history. (Schultz & Schultz, 2009).

Archetype theory is a significant part of Jung's extensive and thorough research. The self-realization that becomes entire or the 'true self,' according to Jung, is a human's process of reaching an authentic self (Schultz & Schultz, 2009). According to Jung, the self-realization process necessitates experiencing archetypes such as persona, shadow, anima or animus, and self. Since literature imitates human life based on real or imagined occurrences, the archetypal qualities are represented in literary works (Nursidik & Mustofa, 2021). Jung's archetype theory is shown in early Estella's personality of being submissive to her nurturing mother, the awakening of the shadow self and breaking the limitations, and finally the accomplishment in recognizing her own value as a person in the *Cruella* film. Estella's persona, shadow, and self-realization may all be seen through the lens of Jung's theory.

The *Cruella* film, directed by Craig Gillespie and set in the 1970s in London's punk music movement, was released on May 28, 2021. By the middle of 2021, the film had become the most popular movie, and it had won two Oscar nominations for costume design and cosmetics, as well as hairstyling. Estella's persona is explored in the *Cruella* film from her loving childhood to maturity, from tragedies to joys, until new discoveries about her background have pushed her to unleash and accept her shadow, the new Cruella. She gradually breaks free from naivety and develops towards maturity as she looks for self-identity, with a strong drive and high aspirations for the future. After several viewings of the film, it becomes evident that the protagonist, Estella, is a fascinating individual worth investigating. Estella's transition is depicted and analyzed using Jung's archetypal theory.

The term archetype has been around for a long time and refers to the fundamental personality pattern from which duplications are generated. It is about archaic primal types of universal images in collective unconscious contents that have existed since the beginning of time (Daniels, 2011). The archetypes' nature might be ambiguous, as they can be both good and evil (Shelburne, 1976). Because it exists in the enigmatic shadow realm known as the collective unconscious, its nature is uncertain, and we will never have direct access to it (Jacobi, 2013). According to Jung, the persona, shadow, anima or animus, and the self are the most prominent archetypes (Schultz & Schultz, 2009).

Through the socialization process known as the persona, Jung claims that persons tend to connect themselves with the subsequent roles that must be played to fit into the social order and conform to the societal demands (Campbell, 1976; Feist & Feist, 2008; Ewen, 2014). It is a kind of mask that people put on to 'impress and conceal' while meeting cultural expectations (Fawkes, 2015). According to Jung, we must strike a balance between society's demands and our own selves (Feist & Feist, 2008).

Apart from the persona, there is a darker side to human personality, the shadow, or the most powerful and harmful archetype in human history due to its long history (Zhu & Han, 2013). In the mind, the shadow might take the form of a variety of beings, one of which could be "a maniac or a savage beast" (Jung, 1992). As the animal essence of one's self, the shadow represents the wildness and disorder (Hall & Nordby, 1973). In order to improve ourselves and others, Jung encourages us to accept our shadow (Özata, 2020).

The term "self" is a symbol for completeness, harmony, and finding a balance between opposites, and it refers to the entire personality (Çağliyan, 2019). The self, according to

Jung, is the archetypal of archetypes because it brings all other archetypes together in the process of self-realization, making it the most comprehensive of all archetypes (Sokolow et al., 1977; Feist & Feist, 2008). Self-realization is a route that shows us how to live a fulfilled life, and it is a crucial component of Jung's legacy (Harris, 2016). Self-realization establishes a harmonious equilibrium in all aspects of a person's psyche, allowing them to interact with both the external and interior worlds (Schultz & Schultz, 2009).

Many researchers have looked into the subject of Jung's archetypes. In Dianne Namm's novel *The Phantom of the Opera*, Raharto and Permatasari exhibit an interest in analyzing the protagonist character's shadow and identity as a reflection of anti-hero. The results revealed the protagonist's anti-hero reflection, as well as the portrayal of the persona and shadow archetypes (Raharto & Permatasari, 2019). Meanwhile, Farahmandfar and Alizadeh examined Yusef, the protagonist of the novel *Yusef's Days and Nights*, and discovered that Yusef's reluctance to acknowledge the dark half of his self, the projection of his restless mind, has prevented him from fully individuating (Farahmandfar & Alizadeh, 2021). Unlike many other studies, the goal of this research is to distinguish Estella's identity through her persona, shadow, and self-realization in *Cruella* movie (2021).

Method

In this study, the research method was to apply Jungian psychoanalytic approach and his archetypes hypothesis (1947). It concentrated on archetypes that deal with persona, shadow, and self-realization. This research presented a full account of what happens throughout the scenes and transcripts in the *Cruella* (2021) movie, which was directed by Craig Gillespie and produced by Andrew Gunn. Jung's archetypal theory was used to understand and discover the meaning of the character's individuation process. In addition, Louis Giannetti's *mise-en-scene* (2013) was exhibited to examine various other aspects of the movie.

Cruella (2021) movie is the primary source of information. The data were obtained by downloading the film from a website. The initial stage in this research was to view the movie several times in order to fully comprehend its substance. Second, the transcript of the film was read in order to learn more about the narrator. Third, to be utilized in the discussion section, dialogues or conversations, monologues, and narrations from the movie were selected, which were acquired by determining the shots of the scenes and coding them in their corresponding seconds, minutes, and hours of the scenes [e.g. 00:03:12]. This was done to determine the narration's flow, which adheres to the character's discursive process of self-realization. Fourth, the cinematographic aspects of *mise-en-scene*, costumes, location, shots, camera, angles, and lightings were analyzed and decoded. Fifth, utilizing Jung's archetypal theory, the chosen data were examined, classified, and discussed.

Findings and Discussion

The goal of this research is to determine how the movie *Cruella* (2021) reflects the archetypes of persona, shadow, and self-realization of its main character. The film opens with a narrative by Estella or Cruella, who recounts her life from birth to how she ends up in the savage world behind the fantasy she has always desired. The author looked into and

explored the archetypes exhibited by Estella, the main character. Archetypes are parts of one's nature that impact the formation of a character's personality.

1. Estella's Persona

According to Zhu and Han, the persona potentially causes someone to act out a certain personality that is not the person's true character but rather what society sees. The only aim of the persona is to meet the requirements of surviving in society; it is an essential component of social survival (Zhu & Han, 2013). This concept may be applied to Estella's personality when dealing with the individuals in her immediate environment. Estella is taught from the beginning to be kind to others since it is the only way she can be accepted by society and others without conflict; as a result, societal pressure severely shaped Estella's early ideas. The employment of a persona like this prevents her from being truly herself; whatever she displays is only a mask. However, when troubles arise in her life, the persona might come off and open on its own. The author's goal here is to delve more into Estella's persona.

a. She is a Kindhearted Person

According to Jung, humans may wear several masks in order to operate well at home and at work and to get along with a diverse group of individuals (Schultz & Schultz, 2009). Estella adopts the character of a "kind person" in this scene. Her mother urged her to be kind on the first day of elementary school since she was a youngster with the image of a kind person. Estella complies to the role and strives to be as kind and friendly to everyone at school as possible, as implied by the statement she says:

Estella: Hi, my name's Estella.

Student: Look. A skunk's got loose in the building. (00:02:04-00:02:09)

Even if the surroundings does not suit her, Estella must nonetheless make a good impression. Persona is basically unreal since it is really a compromise between the individual and society as to how one should appear (Jung, C. G. & In Campbell, 1976). It is an inborn pattern that all humans possess, and it aids Estella in assimilating into society, even when she is in an environment she despises. To win acceptance from society and others, she assumes such a nice character.

b. Innocent

The part of people's personality that they portray to the public or the world is known as their persona (Schultz & Schultz, 2009). It is a sort of mask people wear designed to 'impress and conceal' while fulfilling societal demands (Fawkes, 2015). It is obvious that a person's surroundings have a substantial influence on the creation and characteristics of his or her identity. Estella's persona is initially well-managed; we can see that Estella's persona is that of a little girl. Estella's narrator demonstrates this:

Estella: I skipped over the part where I killed her. (00:14:08)

When Estella meets two tiny pickpockets named Jasper and Horrace, she does not reveal the cause of her mother's death. If a person does not have a well-developed persona, he or she may be unable to establish a substantial presence in society and achieve the aims of making favorable impressions on others, since persona is essential for them to adjust to their environment (Yang, 2020). Estella's presence can be welcomed to live with them if she can demonstrate to the public that she is an innocent little girl.

Estella alters her appearance while staring in the mirror in front of her, as seen in figure 1. This scene has a medium shot that focuses on Estella coloring her hair in front of the mirror. According to Giannetti (Giannetti, 2013), a medium shot is a functional shot with a subject from the knees or waist up that may be used to carry movement, shoot scenes, and conversation. Since mirrors are usually used to reflect concerns of identity, director Craig Gillespie employs them to illustrate Estella's fragile mental condition as the main character (Lacey, 2016). As evidenced in the 00:15:20 shot, Estella tries to start a new life by dying her hair red in order to disguise or hide her actual identity from the world, since many people would notice her distinctive black and white hair color because she feels too estranged to fit to the current situation.



Scene. 1. Estella intends to dye her hair (00:15:20)

As Jung previously stated, a person may be wearing many masks in order to completely operate at home and in public in order to get along with a wide variety of individuals (Schultz & Schultz, 2009). Estella just conforms since she wears a different mask at home than she does at work and in other settings. Despite her professionalism, Estella maintains her naïve demeanor, as seen by the scenario in which she misspoken and seemed not to know anything while saying:

Estella: (hesitates)

Sorry. Slight tone delivery problem. I meant...

No. She did not. " Did she work for you? (00:40:50-00:40:59)

Estella pretends to be innocent because she is afraid of being found out if she confesses the truth. Persona, according to Jung, is designed to 'impress and conceal' while meeting society's standards (Fawkes, 2015). She appears to be naive and ignorant in order to get information. Whether she likes it or not, Estella's image conforms to the needs of her

profession. Estella does it purposefully in order to project herself as a skilled and professional worker.

c. Polite

The persona is a complicated system of behavior that is influenced by cultural pressures as well as one's own self-deception (Sokolow et al., 1977). Estella's persona, in keeping with Jung's theory, continues to fool herself and everyone around her. With politeness as the image, as shown in the moment where Estella attempts to persuade her employer to allow her an opportunity to show off her fashion sense while remaining polite. Estella says:

Estella: Sir, I just wanted to say, I really am a dab hand with a needle if Alterations could use anything.

Boss: Why are you talking and not cleaning? Did you do all the bathrooms according to the regulations I gave you? Soap, water, mop, bleach, polish?

Estella: I did.

Boss: In that order?

Estella: Yes. (Smiling Nodding) (00:22:47-00:23:01)

Estella matures into a skilled draftswoman with a good sense of style, landing a position in London. Estella is definitely expected to act properly at work, despite her supervisor treating her like crap and refusing to promote her. Here, a person's persona is defined as their ability to adapt to their circumstances in order to achieve their objectives. Quoting from Daniel's paper (Daniels, 2011), The conscious ego is portrayed in a variety of ways by the persona. It does not include a person's entire personality. It refers to how a person adjusts to the world and how he or she approaches dealing with it. Estella retains her devotion to her boss and initially accepts this limitation since it is the only way she can remain socially accepted and avoid confrontation with others.

Estella is seen to be exceedingly conscientious about following the Baroness' directions. Figure 2 depicts Estella's first job with the Baroness. Following Giannetti's theory (Giannetti, 2013), a long shot and a high viewpoint of angle are used in this scene to emphasize how obedient everyone is to their boss, including Estella. The camera's perspective can be revealed by looking at the backdrop of a shot: From a high vantage point, the ground or floor is visible. People seem helpless and restricted when photographed from a high vantage point. Estella's persona in the 00:32:05 shot below is that she attempts to live up to other people's expectations of her until she achieves her boss's golden child status.



Scene 2. Estella's first day on the work at the Baroness (00:32:05)

As Jung states in the preceding section, we must strike a balance between the needs of society and our actual selves (Feist & Feist, 2008). Estella does not intend to deceive herself, but she does it purposefully in order to gain public acceptance. It is obvious that an individual's environment has a considerable influence on his or her identity building. Her late mother cautioned her from the beginning to be Estella, who is courteous and kind, and she follows her mother's advice to the letter, achieving her childhood ambition of becoming a designer. In the following speech, Estella might be considered as the personification of her mother's wishes:

*Estella: Everything's going so well, Mum.
I'm really trying to be the Estella that you wanted.
Mostly. It's working.
I just wish you were here to see it. (00:39:50-00:40:06)*

Estella is only trying to honor her commitment to her late mother to be good. Everyone has a job to complete in life, which is why people put on a mask called a persona in order to fit in with their circumstances, surroundings, and society (Raharto & Permatasari, 2019). Estella embodies all of Jung's persona archetypal characteristics, such as kindness, innocence, and politeness. Because the persona is always connected to the outside world and strives to survive by adapting to other people's lives. Estella's job is that of a guardian against a negative image known as the dark side, or shadow-self.

Estella's early ideas are shaped by her late mother as well as the societal pressures of the time. It is evident that one's environment has a significant impact on the formation and traits of one's identity (Yang, 2020). Estella, on the other hand, is dissatisfied with her current living circumstances in this film. She begins to see the negative influence that the persona of being a sweet, innocent, and polite girl has on her, which is a prerequisite for her shadow to emerge and for her to achieve individuation later on. Instead, she decides to bring Cruella, her dark side, to life. This is the first step in her battle to liberate herself from her identity and gain self-awareness. She progressively frees herself from the constraints of her ego.

2. Estella's Shadow

As a result, the shadow side of humans contains unpleasant behavior that has been suppressed for far too long and is now determined to find a way out of the bind it has found itself in. Both bad and decent characters have the ability to be shadowed. Jung teaches us to accept our shadow in order to enhance ourselves (Özata, 2020). Estella had the persona of always being sweet, innocent, and courteous from the start of the film, thanks to her adoptive mother's care and the atmosphere. Estella continues to crush her shadow; in the early days, her persona predominated in her psychological structure, and she chooses to fulfill society's dictates. The shadow, according to Jung, personifies everything about the subject that one refuses to accept about himself/herself and is always bearing down on him/her, either

directly or indirectly. Based on that assumption, the following discussion will attempt to establish Estella's other competing urges in her psyche, which are referred to as her shadow.

a. Aggressive

As one of the personality drives, all uncommon qualities are contained in shadow. As stated by Daniels (Daniels, 2011), when we try to acknowledge our shadow, it includes the bad aspects of our personality as real and present, since shadow drives us to do things that reasonable people would not do. Daniels' argument is supported by Hall and Nordby (Hall & Nordby, 1973) as well as Levin (Levin, 1999), who believed that the shadow, as the animal portion of one's self, represents the wildness and disorder, because the shadow stores the ego's improper attributes. Estella's narration below demonstrates the fact that she has had a shadow of aggressiveness since she was a toddler in the film:

*Estella: "Ignore them"?
Didn't I just say, "Hear me roar"?
That didn't sit well with some people. (00:02:20-00:02:32)*

Because the shadow incorporates aspects of harshness, Estella has engaged in a variety of heinous behaviours. The animal part of one's self, the shadow, portrays wildness and confusion that do not conform to society's ideals. (Hall & Nordby, 1973). When she was bullied, Estella sought to maintain control. Fighting back against the bullies who continue to torment her causes her emotions to burst. Estella's aggressive image is seen to reflect chaos and uncontrolled emotions that are not up to society's standards, therefore she is dismissed from school for being a nuisance.

b. Anger

One of the shadow emotions is anger. The shadow archetype deals with unfavorable aspects of one's personality that have been buried and suppressed because they are uncomfortable to admit (Ewen & Ewen, 2014). Estella is enraged in this film after learning that the necklace worn by the Baroness was once her mother's before she died. Not only that, but the Baroness also criticizes Estella's late mother in front of her, claiming that she failed as a mother, despite the fact that Estella is the child of the one being criticized. Estella privately harbors resentment for the Baroness and intends to return her necklace. As observed in the following narrative, this may be termed as anger shadow:

*Estella: My mother hadn't failed dismally, I had.
And I wasn't going to fail her again. (00:42:36-00:42:43)*

Estella intends to reclaim her mother's jewellery by posing as Cruella and humiliating the Baroness at her private celebration in public. Cruella's outfit for sabotaging the Baroness' celebration is seen in Figure 3. As seen in the 00:49:50 shot below, starting with medium shots and an eye-level angle to highlight her red outfit as well as her emotions. Yellow is the main color in the scene which Giannetti (Giannetti, 2013) claims that warm hues are said

to imply aggression, violence, and stimulation. While Estella's outfit has no practical use, it is designed to draw attention to herself, which she accomplishes. The picture's predominant use of warm colors conveys anger, violence, and the stimulation of Estella's enraged shadow. At that point, a new fact emerges: not only did the Baroness steal her mother's jewelry, but she also murdered Estella's mother, prompting Estella to abandon her initial purpose of just stealing the necklace as her rage turns into a desire for vengeance.



Scene: 3. Estella disguised as Cruella and intends to take the necklace that once belonged to her mother at the Baroness party (00:49:50)

c. Revenge

The shadow, according to Jung, may show itself in the mind as a number of monsters, converting a person into a madman or a beast (Jung, 1992). Estella is transformed into Cruella, a furious maniac. Cruella develops into a powerful character who has an impact on Estella's life over time. From a single self, these two characteristics produce two distinct identities. Her shadow makes her a much stronger person, allowing her to reclaim control of her life from the narcissist Baroness. Furthermore, according to Jung's position in Farahmandfar and Alizadeh's study (Farahmandfar & Alizadeh, 2021), behind the persona, the shadow is like a tail that follows you around everywhere. Cruella, Estella's shadow, has definitely followed her throughout her life and continues to do so. Estella's persona has a shadow feeling of retribution, as evidenced by the following narration:

Estella: They say there are five stages of grief. Denial, anger, bargaining, depression, and acceptance. Well, I'd like to add one more. Revenge. (00:58:23-00:58:41)

This scene takes a close-up shot when performing the monologue, as shown in figure 4. Close-ups are used primarily for the character in the film, causing the spectator to get more absorbed in the character's sensations and emotions. The dim lighting creates a tense, menacing, and secretive mood (Giannetti, 2013). Estella's inner voice haunts her in this scene, making her feel a deep melancholy that develops into retribution because it reminds her of the loneliness she feels in a world where she has not had a mother for so many years. When Estella discovers that the Baroness was the one who had murdered her mother, she transforms into a merciless Cruella in order to avenge her mother's death. The revenge and retaliation archetype drives the shadow archetype. When individuals seek vengeance, the darkness darkens and grows gloomy (Calvert et al., 2001). Estella can no longer contain herself, but she recognizes that her need for 'vengeance' is uncivilized and does not adhere

to society's ideals, so she turns to the Cruella persona for vengeance once more. Estella's shadow appears to be in control of her at this time. Cruella is much more than an illusion; she invented a genuine persona to express her bad feelings, which contributes to the film's somber tone as seen in the 00:58:40 shot below.



Scene: 4. Estella decides to take revenge on the Baroness (00:58:40)

d. Cruel

The shadow archetype has the attributes of brutality. According to Zhu and Han, the human-animal feature includes the act of doing anything, even if it is detrimental, regardless of who is involved (Zhu & Han, 2013). Zhu and Han continue to argue that the shadow causes one to act in such a harmful manner when one's comfort zone is interrupted. The Baroness insults Estella and removes her late mother's jewellery, which begins Estella's cruelty. However, one of the Baroness's dalmatian dogs eats the necklace by mistake. Estella snatches the dogs despite the fact that they belong to her boss; all she needed was her mother's jewelry to get them back. Estella's nasty shadow emerges throughout time, as seen by the following conversation:

Estella: Now, the necklace. One of the Dalmatians ate it.

Not sure which one, so you'll need to kidnap all of them.

Jasper: All right, sorry. Slow down. What? What are we...

Estella: Darling, if I'm going to need to repeat myself a lot, this isn't going to work out.

Jasper: Why you still talking like that? Grift's over.

Estella: The necklace went in one end, yes? (00:59:22-00:59:40)

In figure 5, the scene uses an eye-level angle. Giannetti (Giannetti, 2013) says eye-level images let viewers to form their own opinions on the people being presented. The morning following Cruella's dramatic presentation at the Baroness' exclusive ball, Estella is dressed in a gleaming leather suit with a geometrically eye-popping checkered pattern. As evidenced in the 01:00:19 shot below, Estella has fully embraced the evil side at this time, sharply instructing her allies and plotting the demise of her rival. Cruella's performance is further aided by make-up, which is a component of the set design. Cruella de Vil wears red lipstick, which she finds empowering since it draws attention to her. As she claims, her actions reveal that she has evolved into a vicious personality hiding behind Estella's façade:

Estella: I was going to take the things she loved most... her business, her status... her confidence. (01:05:51-01:06:03)

She takes advantage of her position as the Baroness's employee, which made it much simpler for her to learn more about her boss. Cruella might easily be mistaken for Estella at this point. When Estella works for the Baroness, she portrays herself as a kind, pleasant, professional, and naive redhead. When Estella seeks vengeance, on the other hand, she transforms into a vengeful Cruella, a villain with black and white hair.



Scene: 5. Cruel Estella's side gradually becomes apparent (01:00:19)

The shadow, as its name indicates, is the darkest aspect of a person's personality, which might manifest as a disliked personal flaw, prior trauma, or other unpleasant traits (Ewen & Ewen, 2014). At first glance, Cruella appears to be a fabricated character created to fool the Baroness, a type of split personality that is used to maintain Estella's innocent image at her employment in front of the Baroness, but Estella is unintentionally deceiving herself. Estella's shadow is the objectification of her unconscious's repressed and negative aspect, which has manifested in the guise of a stranger whose face is constantly veiled in the darkness. Estella embodies all of Jung's shadow archetype's characteristics, such as aggressiveness, fury, retribution, and cruelty.

Estella's acceptance of Cruella as a part of her awareness exemplifies Jung's ideas on the shadow's inevitable existence. Through this projection and acceptance of her shadow image, Estella discovers her true self and reinvents the identity that has been ingrained in her for so long. As a result, Cruella might be deduced to be a shadow, as defined by Jung, operating as Estella's vicious side. After completely expressing her shadow, Estella ultimately recognizes her true nature and understands the goal and life she wanted, laying the scene for her self-realization journey later.

3. Estella's Self-Realization

The self is the psyche's core and individuation's objective. People's ability to recognize and locate themselves, according to Jung, is critical. The strong and frightening qualities of the shadow must first be brought to consciousness and experienced intellectually and emotionally. The persona must also be eliminated since it hides true personality behind a mask (Ewen & Ewen, 2014). The process of identifying and discovering oneself is similar to that of individuation. Individualization is the process through which a person develops

into a psychological "in-dividual," a distinct unit or whole that cannot be separated (Jung, 2014). Estella matures into an adult after experiencing the highs and lows, joys and sorrows of life. She does not become one of the tens of thousands of individuals who have fallen prey to the arrogant Baroness, nor does she lose her zest for life as a result of the difficulties. She is dedicated to her profession and has created the life she desires. Estella understands her worth and comes to terms with herself as a result of this process, as seen by the following exchange between Estella and her late mother, Catherine:

Estella: My nemesis is my real mother and she killed my other mother. I guess you were always scared, weren't you, that I'd be a psycho like my real mum? That explains all the "tone it down, try and fit in" stuff. Love me into shape, I suppose, was the plan. And I tried. I really, I tried because I loved you. But the thing is... I'm... not sweet Estella, try as I might. I never was. I'm Cruella, born brilliant, born bad and a little bit mad. I am not like her. I'm better. (01:35:05-01:37:04)

Because it brings together and integrates the other archetypes in the process of self-realization, the self is known as the archetype of archetypes. It is a route that tells us how to live a full life (Harris, 2016; Çağliyan, 2019). According to Jung, self-realization is the merging of conscious and unconscious parts of one's identity, resulting in wholeness, integrity, and inseparability of one's identity. Individuation is a psychologically indivisible totality that strengthens, differentiates, and integrates various non-self components of the spirit (such as persona and shadow). Estella's persona occupies a large portion of her psychological processes in the start of the film, influencing her behaviors and ideas to some extent and encouraging her to follow what her late mother taught her in order to fit in. She eventually embraces her shadow, which has been following her for a long time as a result of her mother's tragic reality being revealed. Throughout the procedure, Estella does not fully immerse herself in her identity, rather of suppressing her many psychic characteristics, she enables them to develop naturally, allowing these psychic variables to come together to form a cohesive whole. Her effective self-realization journey is largely due to this factor.

The near-end of the film is focused with coming to terms with the shadow, which is in line with Jung's theory that overcoming the persona is followed by the need to accept the shadow. This stage corresponds to the Jungian individuation process, which deals with accepting the shadow after the persona has been dissolved, and it is a difficult time (Çağliyan, 2019). Estella has learned to control her character and embrace her shadow at the end of the film. As a result, she has found balance in all elements of her personality. Cruella narrates her own (Estella) funeral, even though she is not truly dead, and this is the clearest example of Estella's self-realization.

Estella: So I told you I died. Estella, that is. Poor thing. She couldn't even get anyone to come to her own funeral. (02:00:20-02:00:30)

Figure 6 shows a three-shot scene with a low angle focusing on Cruella and her two pals. Cruella's stance towering over the camera like a monster seems dominant when photographed from a low viewpoint. Cruella becomes dominating because of the low camera angle (Giannetti, 2013). Cool tones like green and blue are connected with peace in this scene, implying that Cruella has settled into her current circumstances. As shown in the 02:00:41 shot below, Cruella conducting a funeral not only represents faking her own death, but it also represents a revelation of her actual character; Cruella reveals herself to everyone. Estella has passed away at this point, and Cruella lives on. Estella's death might also signify her previous identity, which is brimming with individuality and individuation. She extinguishes her previous identity, and the old Estella has been replaced by a completely individuated Cruella with a more balanced psychological equilibrium.



Scene: 6. Cruella at Estella's funeral with her two friends (02:00:41)

Conclusion

According to Jung's theory, the conscious part of the mind may be compared to an island rising from the sea, because we only perceive the region above the water, but underneath it exists a much greater and unknown dimension, which can be equated to the unconscious. This parallel emphasizes the unconscious's importance while also indicating its immensity and immeasurable nature. In his psychological paradigm, Jung placed a larger focus on the unconscious, particularly the collective unconscious, which contains archetypes. He said that the collective unconscious is where all of humanity's buried memories are stored. To reach self-realization among these essential and timeless pictures, one must first expose the persona and embrace and balance the shadow archetype.

This research examines Estella's personality in Disney's Cruella film as seen through the lens of Jung's Archetype Theory. This research has revealed some conclusions that, first and foremost, the main character of the movie, Estella, has to go through various phases before obtaining self-realization, Jung's ideas can clearly show how her mind evolves. Because of her late mother's nurturing and the influence of her surroundings, Estella had the character of always being sweet, innocent, and courteous. The entire front is built to hide her horrible inner mentality, which she has had since birth and does not fit into society. Estella is expected to act a specific manner in accordance with society's expectations.

Second, the shadow comes when Estella learns the horrific truth about her mother and succumbs to her dark side, leading to madness. Her acts are self-defense to keep herself safe. Estella juggles all of her wacky ideas in order to stay safe and obtain the necklace that her

late mother wore. She learns to realize and accept her violent, angry, vengeful, and vicious shadow, which had previously been unable to completely express itself owing to her mother's upbringing and society.

Third, during the stage of self-realization, Estella reaches self-realization by balancing her ego and shadow archetypes. Her individuation is complete after effectively integrating them into an indivisible whole, resulting in a better environment for herself and others. She understands that she has been fighting her entire life to be the person Catherine, her nurturing mother, wanted for her to be. Estella adores Catherine, but she is still coming to terms with her own personality. Her shadow is like the tail she drags about behind her persona, which does not diminish but becomes stronger over time. She eventually accepts that she is, in nature rather than nurture. Her psyche evolves as a result of her being aware of herself, which leads to self-realization. The current study emphasizes the necessity and need for individuals to balance and integrate their many archetypes in order to attain a harmonic equilibrium in all aspects of their personality and be able to deal with both their exterior and internal worlds from a psychological standpoint.

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Reflective Practice in Teacher Education: A Look into Past and Present Theories, and Some Pertinent Issues

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Highlights

Reflective thinking is resulted in the intellectual growth.

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Artificiality of reflective practice

ABSTRACT: Many educators regard the practice of pedagogical reflection as a prime motivator in the professional growth of teachers. This idea has spurred the realization of the practice of reflection since the early stages of the university's teacher education program. Several scholars have developed their ideas regarding excellent practices in reflection throughout the years. They presented methodologies, concepts, and ways to construct the course of reflection from non-reflective to critical reflective by identifying the reflective thought process and underpinning the degrees of reflection. These ideas would also allow educators to create evaluations for reflective practice. However, this sound theoretical framework is frequently riddled with flaws that linger to the present time, particularly about the extent to which such activity will provide noteworthy growth for teachers, as well as the legitimacy of its reflexivity itself. This paper tries to revisit the origin of the concept, the development, and pinpoint the persistent issues. This, hopefully, would enable us to seek the deeper insight into the dynamics of reflective practice in teacher education program.

Keywords: reflection, reflective practice, teacher education

Introduction

The practice of reflection in pedagogical viewpoint is recognized by many educators as a driving force towards the teacher's professional development. This notion prompts the realisation of the practice of reflection since the early days of teacher preparation program at university (Spark-Langer and Colton, 1991; Farrell, 2001). Over the years a number of scholars have formulated their concepts about best practice in reflection. They proposed methods, models, approaches, and try to conceptualize the trajectory of reflection from non-reflective to critical reflective by determining the process of reflective thinking as well as scaffolding the levels of reflection. These concepts would also enable the educators to build assessment for reflective practice. However, this valid theoretical framework is often without issues which continuously persist to this day, especially regarding to what extent such practice will give prominent development to teachers, and the authenticity of its reflective practice itself.

This paper comprises of some pertinent topics relating to reflective practice. I discuss the original idea of reflection, the process of reflective thinking, levels of reflection, the practice of reflection in teacher education, and issues concerning the implementation of reflective practice in teacher education.

The origin of reflection

The American education scholar, John Dewey, might be one of the earliest academic figures to discuss the concept of reflection and point out its importance in daily life. In his

seminal book *How We Think* (1933) Dewey urges people to exercise their thinking behaviours by thinking reflectively. He specifically made a distinction between reflection and other types of thinking (i.e. belief, imagination, and stream of consciousness), and posited that reflective thinking is a rational, scientific, systematic, disciplined, and rigorous way of thinking, which should entail 'active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of grounds that support it and the further conclusion to which it tends' (p.9).

Additionally, Dewey also posits that this reflective, rational way of thinking should be equipped with three qualities of attitudes: 'open-mindedness' to new ideas and thoughts; 'whole-heartedness' to seek out newly approaches and fully engage with them, and; 'responsibility' as to be aware of the consequences of our own actions. Dewey argues that Open-mindedness is not merely a blind acceptance of all ideas without intelligent critique. It should involve our willingness to entertain the ideas from different perspectives to enable us to sharpen our judgment towards a subject matter. Whole-heartedness is a reflective thinker's total enthusiasm he/she demonstrates to the experience, which requires the depth of common sense and a lot of energy to make observation for reflection. We might feel overwhelmed and perplexed with the situation and this feeling will somewhat cloud our judgment. But throughout the time it will gradually shift from our partial self-judgment to impartial self-awareness. The last quality, responsibility, is about the realisation and consequences of action one has taken as the outcome of reflection, be it requires a shift of perception or paradigm and it might be a radical change. From the concept put forward by Dewey above, we might conclude that besides knowledge capacity, attitude is needed to be taken into account.

Dewey's advocacy to reflective thinking is akin to his fundamental view on education. The purpose of education, according to him, was to achieve the growth of the intellectual, moral, and emotional of the individual, which in turn will lead to the evolution of a democratic society (Dewey, 1916). Because society is democratic in nature, Dewey emphasises that it needs a platform of education which would give the individual a personal interest in social relationship and control, and the habit of mind which secure social changes without introducing disorder (Dewey, 1916: 99). This platform of education he later defined as 'reconstruction or reorganisation of experience which adds to the meaning of experience and which increases one's ability to direct the course of subsequent experience' (p.74). This definition could be interpreted as the practice of reflection.

The existence of reflection was further developed in the mid 1970s with the introduction of the concept of experiential learning by educators David A. Kolb and Ronald Fry (1975). If Dewey regards reflection as a particular thinking activity, Kolb and Fry recognise it as a part of the learning process, which they call the experiential learning process. According to Kolb and Fry, experiential learning is a distinctive mode of learning where knowledge is obtained through exposure to experience. Kolb and Fry state that besides the willingness of a learner to be actively involved in the experience, the learner has to be able to reflect on the experience from many perspectives (1975: 36). Besides the exposure to experience, the experiential learning emphasises that learning and change of knowledge result from the

integration of concrete emotional experiences with cognitive process. This, in particular, is echoing what has been put forth by Dewey about the attitude quality in reflection. Kolb and Fry's theory is directed to the development of action research of a particular group of learners, such as management students, however, it might be possible to be implemented for an individual learner.

Approximately a decade later, a professor of urban planning Donald Schön, through his book *The Reflective Practitioner: How Professionals think in Action* (1983), saw reflection as a learning practice towards professional development. He introduced the terms 'reflective practice' for a variety of reflective activities and 'reflective practitioner' for those who practise such activities. In order to be a reflective practitioner, Schön advised professionals to critically examines their performance, become open to any new ideas for improving their performance, and then in turn realise those ideas into action.

Schön originated his idea from the growing rift between professional practice and academic practice which he saw during the 1970s and his criticism towards the concept of Technical Rationality in academic and professional practices. Schön particularly observed this phenomenon in teacher education, health and social care professions, and architectural design. At that time, Schön claimed that the concept of Technical Rationality was gaining popularity and as a widely applied framework in both of the practices. This concept was first introduced and put forward by a sociologist Herbert Marcuse in his 1941 article *Some Social Implications of Modern Technology* and was included in his later book *One Dimensional Man* in 1964. From the perspective of Technical Rationality, professional practice is a process of problem solving. Choice or decisions are to be made through the selection, from available theories, methods, or techniques. Schön argued, by the emphasis on problem solving, problem setting is ignored. Problem setting is the process by which one figures out the most appropriate decision, the results of the decision, and the kinds of method to obtain those results (Schön, 1983).

Based on his observation, academic institutions, essentially, taught and prepared students to be professionals in their respective fields, but this did not help those students after they entered employment. Schön noticed how, after venturing into the working environment, students had crises of confidence about their professions and faced 'uncertain, unstable, unique, and conflicted problems' (p. 9) which were not identified in any textbooks and could therefore only be solved by relying on their prior experience. He made an example of engineers who worked on road development in rural areas and encountered problems related to socio-cultural condition in the area.

In real-world practice, he argued, problems do not present themselves to the practitioners. They are derived from the problematic situations which are puzzling, troubling, and uncertain. In order to convert a problematic situation to a problem, a practitioner has to set the problems. He/she should make sense of a troubled and difficult situation (Schön, 1983). The process of making sense of an uncertain situation is where the professionals critically examine the situation as well as open to any new ideas. In the end, these ideas are materialised into action.

On the basis of this observation, Schön promoted the importance of practising reflection and introduced two types of reflection to distinguish people's response to the issues emerging from their working environment; 'reflection-on-action is when one contemplates previous experiences and considers future improvements in one's strategies, and reflection-in-action, when one is required to be responsive when dealing with impromptu problems arising out in the work environment' (Schön, 1983: 54-55).

Despite slight differences, what these scholars have in common is that they conceptualised reflection as a process which involves experience, knowledge, and attitude. However, the attitude quality is not directly stated thus lack of elaboration. The presence of attitudinal quality in reflective practice was further emphasised by Boud, Keogh, and Walker (1985) based on their studies in health care professions. Boud et.al (1985) add reflection as a combination of 'intellectual and affective activities where individuals engage to explore their experiences in order to lead to new understanding and appreciations' (p.19). Therefore, we might conclude that reflective thinking is a particular type of learning activity, which results in learning gain, with the goal of intellectual growth. At the same time, it also requires attitudes which will add value to our personal growth.

The influence of these scholars, notably Dewey and Schön on the practice of reflection in later years saw the improvement and not only applied in education and management but also to other disciplinary fields such as healthcare, teacher education and might be also applicable to other disciplinary fields.

In health professionals, for instance, because of continuous change of context of healthcare and ever-development of medical knowledge, the demand of healthcare professional is inevitable (Smith, 2011). Smith particularly related to the interpersonal relationship with the patients. By practicing reflection, these healthcare professionals might be able to understand one's motives, perceptions, attitudes, values, and feelings related to the clients; to provide a new insight to practice and to explore how the practice may be approached in a different way (Price, 2004). The practice of reflection, therefore, would assist healthcare practitioner's professional development. In a similar fashion, Larrivee (2000) maintain the importance of being a reflective teacher, in which the teachers study his or her own teaching method and determining what works best for the students and the consideration of the consequences of classroom instruction on students.

The process of reflective thinking

Since Dewey's introduction to the concept of reflective thinking in 1933, various scholars have tried to adapt and developed their own interpretations of the process of reflective thinking, which adds to its versatile characteristics. The table below summarises several interpretations of the reflective thinking process in chronological order.

Table 1. Several of scholars' interpretation of the process of reflective thinking

Scholars	Theme	Process
Dewey (1933)	Reflective thinking process	<ul style="list-style-type: none"> - The occurrence of difficulty - Definition of the difficulty - Occurrence of a suggested explanation or possible solution

		<ul style="list-style-type: none"> - The rational elaboration of an idea - Corroboration of an idea and formation of a concluding belief
Kolb and Fry (1975)	Experiential learning cycle	<ul style="list-style-type: none"> - Concrete experience - Reflective observation - Abstract conceptualisation - Active experimentation
Schön (1983)	Reflective thinking approach	<ol style="list-style-type: none"> 1. Reflection-in-action <ul style="list-style-type: none"> - Problematic situation - Problem setting: frame/reframe the problems - Experimentation 2. Reflection-on-action: review consequences/implementation
Boud, Keogh, and Walker (1985)	Reflective learning process	<ul style="list-style-type: none"> - Experience(s) (behaviour, ideas, feelings) - Reflective processes (revisiting back to the experience) - Utilising positive feelings - Removing obstructing feelings) and re-evaluating experience) - Outcomes (new perspectives on experience, change in behaviour, readiness for application, commitment to action)

In order for a reflection to occur, Dewey (1933) proposes five steps of reflective thinking process. It starts when one is undergoing particular experience which is unexpected, strange, or disconcerting. This might lead one to think. This sort of experience might be based on a situation, event, or state, or even a concrete object (someone or something). It then leads to the second step, where once one gets exposure to this baffling experience, there are necessary observations deliberately estimated ‘to bring to light just what is the difficulty, or to make clear what the specific character of the difficulty’ (p.74). Initially, it might be interpreted spontaneously. This spontaneous interpretation might vary from individual to individual. A persistent reflective thinker might interpret the experience with a balanced attitude, but often without being reflective, others might just ‘jump into conclusion’ without entertaining other possible ideas.

Dewey argues that the process of reflection occurs in the third step, when after one spontaneously interprets the experience (define the difficulty), one tries to step back to see ‘the bigger picture’ or the underlying matter of the difficulty, and further try to suggest explanation or possible solutions of the difficulties. Also, a reflector utilises every possible source of information to try to make sense of the situation. Therefore, this step may require a lot of energy for a reflector to think deeply about the subject matter. One then moves to fourth step where one tries to rationally elaborate ideas of the solutions. This may need reasoning skill. Dewey refers reasoning as skills to express what is called the ‘notional and dialectic process of developing the meaning of a given idea’ (p.76). After all sources and information have been exhausted to support the reasons, in fifth step these reasons are corroborated, experimented, and concluded, which might lead to the discovery of new knowledge or belief. Dewey’s process of reflective thinking ends when corroboration of an

idea and formation of a concluding belief are achieved. However, many scholars in later years have adapted his model as a cyclical phase.

Kolb and Fry interpreted Dewey's model as an experiential learning cycle (1975). They initially designed this model in developing action research for a particular group of learners. Although with different terminology, their experiential learning cycle shares almost the same features as Dewey's. Kolb and Fry summarise it into four phases: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Kolb and Fry maintain that any kinds of experience should be a concrete experience. In this sense, concrete experience indicated that there should be an active involvement and direct participation of reflectors into the experience. Such experiences involve 'attitudinal and cognitive processes' (pg. 36). This cognitive process might vary depending on one's ability to interpret and give judgment on such experience. Thus, reflective observation is akin to Dewey's phase two and three, where observation can initially be perceived spontaneously, but after careful reflection (by identifying the problems or difficulty from such concrete experience), possible explanations posed from such problems are generated. Next process, abstract conceptualisation, is by which Kolb and Fry explain as the process of creating concepts into logically sound theories or hypotheses. But it is not clear what they mean as 'abstract' conceptualisation, because this term is seemingly mismatched to the goal of developing a logically sound theories in this phase. Finally, the last phase, active experimentation is using those theories or hypotheses to make decisions and solve problems (Kolb and Fry, 1975). Based on the interpretation of Kolb and Fry's model, I assume that their concept of reflection is only limited part to observation and identification of the problems, whilst other phases are not included as a reflective process.

Schön (1983) follows almost similar formula to Dewey's and Kolb and Fry's. He tends to use the term 'approach' in his reflective thinking concept and interpret what Dewey calls as a spontaneous interpretation of experience as a mode of 'reflection-in-action'. Schön also uses the term problem setting, i.e. framing and reframing the problems as the act of standing back to see the whole picture of the problems in order to generate a possible explanation from the experience. In the last phase of his reflective thinking approach, he includes reviewing the consequences and implementations based on the experimentation/hypotheses testing. However, the last phase of this process then leads to what Schön termed as reflection-on-action, where it reflects 'after the event, to review, analyse, and evaluate the situation' (Schon, 1983: 55).

However, unlike previous reflective process, Boud, et.al (1985) emphasises the presence of attitudinal aspects (behaviours and feelings) as accompanying part to ideas for their reflective thinking process. However, these initial experiences are not part of the reflective processes. They described these reflective processes in three stages. The first stage of reflection involves returning to an experience and recollecting the events that occurred. The second stage involves attending to feelings. This includes utilising positive feelings by identifying what can be gained from the experience and removing any obstructing feelings. The third stage involves the re-evaluation of the experience and integrating any new insights with existing knowledge. In the end, the outcomes of the reflective cycle include new

perspectives on experience, change in behaviour, readiness for application and awareness to action (Boud et.al, 1985).

Looking at the reflective thinking processes that these scholars describe, it is quite difficult to detect any radical change, apart from the interpretation of various terms of reflective phases. These scholars might suggest that the process of reflective thinking is cyclical and continuous. Dewey and Schön include experience as part of the reflective process; however, Kolb and Fry and Boud et.al. exclude it, although it is a part of their reflective cycle. At the same time, Schön, and Kolb and Fry overlooked the concept of attitude/affective in formulating the process of reflection. This might be because Dewey did not state explicitly about the role of attitude in his work. Nevertheless, while I tend to agree that the presence of attitudinal knowledge should be as prominent as cognitive knowledge in reflection, exposure to experience should also be included as a part of reflective processes.

Levels of reflective thinking

Whilst the formulation of process of reflection indicates the evidence of reflection taking place, some other scholars formulate the levels of reflective thinking in order to qualitatively measure the quality of reflection. Table 2 below provides information on the levels of reflection:

Table 2. Levels of reflection

Scholars	Theme	Levels
Van Manen (1977)	Levels of reflection	<ul style="list-style-type: none"> - Technical reflection - Practical reflection - Critical reflection
Hatton and Smith (1995)	Reflective practice framework	<ul style="list-style-type: none"> - Descriptive writing - Descriptive reflection - Dialogic reflection - Critical reflection
Poldner et.al (2014)	Levels of reflection	<ul style="list-style-type: none"> - Description - Evaluation - Justification - Dialogue - Transfer

Van Manen (1977) might be the first educator who formulated a framework for understanding the development of reflectivity. Particularly in the field of teacher education, Van Manen suggests that these levels may serve as tools to measure the progression and growth of a teacher/educator in enhancing his/her reflective practice. These levels are: technical reflection, practical reflection, and critical reflection. Technical reflection is considered as the lowest form of reflection. At this level, educators/teachers implement a problem-solving method in classroom setting but the method selection is only limited to the technical aspect of teaching and basic curriculum principles. These methods or actions are not to be analysed and therefore cannot be modified. In other words, these methods/actions are performed without any considerations of the reasons for implementing the method or the

reasons why the actions are done in a particular way. In the next level, however, the teacher/educator becomes concerned with evaluating and clarifying assumptions on the experience or situation they encounter in the classroom and school (educational processes). The last level, critical reflection, is the deepest level of reflection. In this level, the teacher/educator has broadened their concern not only in the practical aspect of teaching but also in social and ethical aspect of education (Van Manen, 1977). Van Manen has laid upon the basic framework for level of reflection, however, to the best of my knowledge he did not specify the sub indicators for each of the levels.

In a similar purpose in teacher education, Hatton and Smith (1955) developed reflective practice framework, but specifically for reflective writing assessment and provide more detail definition for each of the levels. They conducted a study that analysed reflective writing and classified four levels of reflective writing: descriptive writing, descriptive reflection, dialogic reflection, and critical reflection.

In Descriptive writing, reflection has not occurred yet. Experiences (events, situations, problems) are described without analysis or justification. Nevertheless, Hatton and Smith note this type of writing is important as it provides background information for subsequent reflections. At the level of Descriptive reflection, the experiences are described but there are some analyses and an attempt to provide reasons for these experiences. The reflectors may also refer to external sources and show evidence of consideration of one or more alternative perspectives. At the level of Dialogic reflection, Hatton and Smith describe this type of reflection as a 'stepping back' from experience. It is similar to the term 'frame/reframe the problems' by Schön, where reflectors entertain multiple perspective and attempts to provide a rationale for experiences that occur. The deepest level of reflection, Critical reflection, as well as exploring multiple perspectives, the reflectors finally demonstrate an awareness of broader social and cultural aspects.

Hatton and Smith (1995) framework is, in some ways, similar to the work of Van Manen (1977). The Descriptive writing level of the Hatton and Smith framework is similar to the technical rationality level described by Van Manen while the Descriptive reflection and Dialogic reflection levels are akin to the level of practical reflection. The Critical reflection level described by both Hatton and Smith (1995) and Van Manen (1977) sets reflection in a broader context.

More detailed levels of reflection have been put forth by Poldner et.al (2014) in the domain of teacher education. They extend the levels of reflection into five categories: description, evaluation, justification, dialogue, and transfer. Their framework is comparable to Van Manen (1977) and Hatton and Smith (1995), in that the lowest level is description. Evaluation and justification are akin to Van Manen (1977) practical reflection and Hatton and Smith (1995) descriptive reflection. Dialogue is akin to Hatton and Smith (1995) dialogic reflection, and transfer is similar to critical reflection.

It should be noted that, in a similar way to the work of Hatton and Smith, Poldner et.al's framework focuses on reflective writing. They claim that by providing broader context in each of the categories, it would cover all the more detailed subcategories of experiences the teachers/educators encounter in their teaching practice in each of the levels, i.e reflection on the teaching practice (teaching instruction and method), classroom management

(relationship with pupils), and school dynamics (relationship with school colleagues and school's policy). This may be relevant to the work that I will carry out in this study, which examines written modes of reflection stance. Therefore, Poldner et.al's framework (along with the categorisation of reflective stance based on the Appraisal system of Systemic Functional Linguistics) might be selected as accompanying model for reference in this study.

The practice of reflection in teacher education

The works of Dewey, Kolb and Fry, and Schön have influenced the writings on reflection in the field of teacher education. Dewey (1933) pointed out that not all thinking can be considered as reflection. This might imply that not all thinking about teaching can be categorised as reflective teaching. Richards and Lockhart (1996) explain that a reflective approach to teaching takes place when 'teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching' (p.1). This in turn will assist their continued professional development. However, as teaching is a complex activity which requires teachers to focus on improving their knowledge and classroom management, the practice of reflection should be done as early as possible, starting from the pre-service teacher education program.

Pre-service teachers engage in many types of activities which might foster reflection, such as action research, case studies, microteaching, and reflective writing assignment (Hatton and Smith, 1995). Reflective writing or reflective journal is almost used as a standard requirement for reflective practice (Richards and Lockhart, 1996), because of their visibility in providing direct account of student's reflective teaching. Moon (2004) asserts that reflective writing 'is a representation of a reflective process and, as we put ideas down on paper, we are sorting out our understanding of those ideas' (p. 14). In addition, reflective writing has several advantages, as Broekman and Scott (1999) note that: 'it allows students to have time to think carefully about what they want to write; it is possible to rethink and rework ideas and experiences over an extended time, and; the product of writing set a clear position statement which can be observed, clarified, discussed, and developed further' (p. 236). In sum, there is a possibility that reflective writing might assist student teacher's progress in their pedagogical knowledge which might benefit them when entering the teaching profession.

Issues on reflective practice in teacher education

To this point, the practice of reflection might have had longstanding applications in educational contexts, with many of education practitioners have emphasised its role in teacher professional development. However, often theoretical framework does not seem to go along with real-life implementation. Therefore, the role of reflection might still need verification on its accountability and reliability in support of the development of teachers, especially in the teacher preparation program. Several issues gleaming from the practice of reflection may be divided into two phenomena: persistent issues (i.e. theoretical and

methodological) and emerging issues (i.e. artificiality and ethical value) (Beauchamp, 2015; Collin, Karsenti, and Komis, 2013).

Regarding the persistent issues, Collin et.al (2013) argue that numerous scholars have replicated and redefined the theory of reflection over time it becomes lost its fundamental understanding, thus might create confusion among the reflective practitioners. This lack of clarity and consensus impact on the underlying elements of reflection, i.e. the relationship between cognitive and affective knowledge. Rodgers (2002) urge the practitioners to revisit and reflect what has been put forward by Dewey regarding to the theory of reflection. However, in different view, Beauchamp (2015) maintain that, because of the ever-complex of educational context over the decades, theoretical framework of reflection may entertain multiple definitive aspects, based on the reflective processes, objects, and rationales. She concludes that reflective practice is conceived as a process (examining, thinking and understanding, problem solving, analysing, evaluating and/or constructing, developing and transforming), concerning a particular object (practice, experience, information, theories, meaning, beliefs, self-and/or issues of concern) to achieve a particular goal or rationale (think differently, justify one's stance, change thinking or knowledge, take or improve action, improve student learning, alter self or society).

Another theoretical issue which Collin et.al (2013) claim is because of the centricity of reflective practice in the western concept which relies on logic and problem solving, rather than considering other conceptualisations, such as incorporating other context of society. Because reflection is a particular type of thinking activity, the teachers are led to believe that every problem occur during their teaching experience and their beliefs and assumptions relating to teaching are technical-centric. On the basis of this claim, I think the term of 'western concept' is mistakenly interpreted, as we recognise that Dewey and Schön formulated in their theory of reflection is that it could encompass universally between two axes of culture. What I assume is, that the authors have misunderstood the belief of 'academic tradition of problem solving' of Technical Rationality, which might still be mistakenly implemented in the practice of reflection, even though there is no direct evidence of its influence. This concept was previously criticised by Schön in order to introduce the practice of reflection as a solution in professional practice.

In methodological aspect, the authors claim there is an inadequate comparison between empirical studies and its lack of grounded theory, as well as the medium and the instruments for use, especially in assessing pre-service teachers' reflectivity in their teaching practicum. But we have to draw some understanding here, that, because of the pre-service teachers have no real teaching exposure beforehand, we have to realise that their reflection might not be able to reach the critical level.

Furthermore, Beauchamp (2015) notes on the trend of emerging issues in reflective practice, such as the tendency of artificiality of reflective practice. She notes there is some discrepancy between teacher educators' understanding of the concept of reflection and what actually happens in the field. Because of their biased concept of reflection (i.e. the neglect of emotional aspect of reflection), these teacher educators do not really instil the knowledge of reflection to their students thus creating what Beauchamp calls as 'surface reflection', a

reflection which does not reflect on the writer's cognitive and attitudinal quality. Another emerging issue she mentions is about whether the reflective practice should be viewed as an ethical value, as we know we could not easily dismiss the personal value of being reflective and the consequence of misjudgment on this practice to be discussed in open discussion. According to Ghaye (2007), ethical value concerns certain reflective activities such as the requirement for student teachers to keep reflective portfolio. It is related to ethical issues of autonomy, privacy, and confidentiality; There is a tendency that these student teachers fail to produce a genuine reflection because they neglect their emotion/feelings when expressing their ideas in their reflective journals. This negligence might happen because of fear of being misjudged by their peers and mentor teachers. Boud, Keogh, and Walker (1985) has stated that we could not just leave the aspects of emotion and feeling when reflecting on our teaching performance. Pollard (2008) also dismisses the idea to bring reflection as a different matter in fear of lack of better judgment because we have to see reflective practice as a means to improve our knowledge about teaching and as a pathway toward professional development.

Conclusion

Reflective practice may have had long-standing uses in educational environments up until this point, with many education practitioners emphasizing its significance in teacher professional development. However, theoretical frameworks do not always appear to correspond with real-world application. As a result, the role of reflection may still require verification of its accountability and dependability in supporting teacher growth, particularly in teacher training programs.

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Matt Buckner's Identity Seeking in Green Street Hooligans Movie (2005): A Semiotic Analysis

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Highlights

This research was aimed at finding out how Matt Buckner's identity transformed was based on the semiotic sign in the Green Street Hooligans movie was based on the semiotic signs

ABSTRACT: This research was conducted to analyze how the identity seeking of the main character, Matt Buckner, in Green Street Hooligans (2005) movie was portrayed semiotically. The term identity can be defined as an expression of the inner self, and the role of ourselves in the world to find the meaning of life and as a guide in life to find happiness. The subject of this research was the Green Street Hooligans (2005) movie directed by Lexi Alexander and the object was the representation of the main character's identity seeking through images of the scene and dialogues found in the movie. The data were collected through watching and analyzing the movie, reading several related articles, taking notes on the important elements, and classifying the data. In analyzing the data, the researchers used a descriptive qualitative approach and adopted the semiotic analysis technique by Charles Sander Peirce (Hoed, 2007). As a result, the researchers discovered that Matt Buckner's life before being a Hooligan was just like a normal student's. Second, Matt Buckner's identity started to transform when he met Pete and joined the GSE firm. The last, and the reason why Matt Buckner joined the Hooligan was that he felt more appreciated and well-known when he became Hooligan, also he was proud to be a Yankee surrounded by the GSE members. Every sign represented in the movie has its meaning, and to comprehend those all signs used a semiotic approach. Based on the result of this research, the researchers were able to understand the meaning represented in the Green Street Hooligans movie.

Keywords: Green Street Movie, Identity Seeking, Semiotic Analysis.

Introduction

Adolescence is a transition from childhood to adulthood. Therefore, feelings or awareness of his identity will shape his personality in behaving in the community. According to Santrock (2011) adolescence as a period of self-discovery is a period of development characterized by major changes including biological, cognitive, and socio-emotional changes. An acceleration of growth, hormonal changes, and sexual maturity is characterized by puberty in biological changes. Cognitive changes include improved abstract, idealistic, and logical thinking, as well as socio-emotional changes in adolescents seeking freedom, conflict with parents, and a desire to spend a lot of time with peers, school achievement becoming more serious, and increased academic challenges.

Adolescents have different developmental experiences that are influenced by their

environment, such as family and peers, as well as their adult fiction. These developments occur concurrently at different rates for each adolescent within each gender and are frequently influenced by structural and environmental factors (Fajarani, 2013). Moreover, this process is related to identity development. Identity development is a fundamental responsibility of adolescent and emerging adulthood (as well as other stages of development), and it must be linked to other major aspects of development such as family, personality, and biological changes (Syed & McLean, 2018).

Identity is now a manifestation of one's life ideology. This occurs because, as a human being grows, the more information he receives will impact and change his mindset, until the individual reaches the point where he must take action on the future direction of his life based on all of the information he has directly experienced and felt, or from information surrounding the environment. The function of identity is more observed when a person experiences self-confusion or crisis (the process of questioning themselves), they tend to perform self-defense mechanisms as well as the environment (Ghassan, 2017).

Santrock (2011) revealed that in social transitions, teenagers experience changes in individual relationships with other human beings namely emotions, personalities, and social roles in their development. Disputing parents, aggressive attacks on peers, the development of assertive attitudes, and adolescent happiness in certain events, as well as gender roles in society, reflect the role of social- emotional processes in adolescent development. By knowing who one is, one can determine what happiness to create, also humans will become more aware of themselves so that they can make better decisions. By knowing oneself, one will become more tolerant and have a broader point of view. Luckily, the inner conflict that often causes stress and overthinking will also be reduced.

In this case, the researchers discussed Matt Buckner's identity seeking in the film *Green Street Hooligans*. In the film *Green Street Hooligans*, Lexi Alexander as the film's director takes scenes between football supporters in England or better known as Hooligans. Dunning (2000) mentions that hooliganism is attached to the behavior of football supporters from England who are famous for their violent acts. The film is very thick with the nuances of the fanaticism of football supporters. The film's director describes how football supporters, particularly Matt Buckner, are able to make friends and or even defend their beloved team even with life as a bet.

The portrayal of the characters in this film is quite interesting and representative, thus giving an image that hooligans are their way of life and not just acting cool. Matt Buckner, played by Elijah Wood, acts best here, perhaps because his experience is far more than other actors. Besides, the supporting cast also provides the totality of acting roles. The audience will feel something experienced by some of the characters contained in this film. During the screening film, the audience will be presented with a not-boring plot, this film is worth watching for other British hooligans. Although there are many scenes of violence in this film, the whole story is tucked into a very positive moral value. Problems are things that must be faced, not to be regretted and avoided.

The message was very thick in this film, a spectacle depicting the life of British hooligans. Every element or sign represented in this movie have its meaning, and to

comprehend those all signs use a semiotic approach. Semiotics can be defined as a discipline for a cognitive interpretation of meaning, which emerges from an essential "semiotic function" that produces meanings (Hoxha, 2022). Signs in a context such as text, scenarios, images, and scenes in the film become something that can be interpreted by semiotic studies one of the appropriate semiotic models for analyzing the meaning of the signs in a film is the model introduced by Roland Barthes. Semiotics is a scientific study or method of analysis to examine signs in the context of screenplays, images, text, and scenes in a movie into something that can be interpreted. Semiotics has their roots in classical and scholastic studies of the art of logic, rhetoric, and ethics (Kurniawan, 2001). Because the film itself is one of the areas of semiotics that is built with many signs that cooperate well in order to achieve the expected effect or meaning. The idea of Roland Barthes is known as two orders of signification which includes denotation which is the actual meaning, next is the connotation of double meaning born from cultural and personal experience. Connotation is also the term Roland Barthes uses to denote the signification of the second stage. This describes the interaction that occurs when the sign meets the feelings or emotions of the reader. In other words, the denomination is what a mark uses against an object while connotation is how to describe it (Wahyuningsih, 2014).

Method

The researchers used a descriptive qualitative approach namely the semiotic analysis technique. Semiotics was based on logic since logic analyzes how people make reason, whereas that reasoning was related to signs. This sign allows us to think, relate to others, and gives meaning to what the universe displays (Indiwan, 2013). The subject of this research was Matt Buckner that the main character of the Green Street movie. The objective of this research was to find out the process of Matt Buckner's seeking for his identity throughout the movie. The types of data the researchers used were text and images, also there were two types of data sources. The primary data was the results of scene pieces from the Green Street Hooligans movie. The secondary data was obtained from reading, literature, media, libraries and archives, journals, encyclopedias, articles, bulletins, books, and electronic media.

This is a qualitative study based on a review of the literature. The stages of research are carried out by gathering primary and secondary library sources. The data in this study were categorized using the research formula. At a later step, data processing and/or reference citations are performed in order for research findings to be presented, abstracted to gain entire information, and evaluated to provide knowledge for drawing conclusions (Darmalaksana, 2020). The data analysis used in the study, using semiotic analysis, looked at media texts as an overall structure that looks for latent or connotative meanings.

Every element or sign represented in the movie have its meaning, and to comprehend those all signs use a semiotic approach. Semiotics can be defined as a discipline for a cognitive interpretation of meaning, which emerges from an essential "semiotic function" that produces meanings (Hoxha, 2022). The science of signs constituted a methodology, scientific methodology, capable of resolving issues to this extent. When mathematics represents itself in numbers, it becomes precise.




Findings and Discussions

How Matt Buckner's Life before Being a Hooligan was Represented in Green Street Movie

At the beginning of the movie, it was described how Matt Buckner's had an ordinary life as a student in general who focused on learning. In addition, Matt Buckner was also timid and unable to fight before meeting and joining the Hooligans.

Table 1.

The Representation of Matt Buckner's life before becoming A Hooligan

No	Representamen	Object	Interpretant
	 <p>Scene 1. Minutes 09:15</p>	Visualization: the icon, in this scene in the form of a picture of Matt talking to her sister that he is not the same person as her sister was accused of. In this scene, Matt said what his brother said was wrong. From the icons and verbal signs that exist, there is a symbolic meaning, when he tells her sister, his expression can show that he is disappointed With her sister who accused him.	The meaning of the symbol that wants to be conveyed is to show Matt's personality. In this scene, Matt is a normal student in general.
2	 <p>Scene 2. Minutes 09:30</p>	Visualization: the icon, in this scene, is in the form of a picture of Matt talking to his brother about the reason he was expelled from campus. Matt is an unconfident character and chooses to relent because he realizes he can't fight back. Matt is an unconfident character and chooses to relent because he realizes he can't fight back.	The symbol that wants to be conveyed at this moment is to represent Matt's character at the beginning of the film. Matt discusses his reasons for coming out and not fighting Jeremy when he gets vilified.
3	 <p>Scene 3. Minutes 15:28</p>	Visualization: icon, in this scene in the form of a picture of Pete kicking Matt's leg. A person's weak attitude is also influenced by the environment, Matt is a person who tends not to like quarrels. So that the reflex movements avoid him are not fluent. From the icons and verbal signs that exist, there is a symbolic meaning, that Matt is a person who is far from violent.	The symbol meant to be portrayed at this moment is that Matt's personality is weak and he is not competent at martial arts.

Identity can be considered as the aspect that has been brought about since man was born. Identity is a gift and is the original form that is the identity of a human being (Tosin,

2002). The identity of Matt Buckner before being a hooligan can be discovered at the beginning of the movie. Matt Buckner was dismissed from Harvard when a stockpile of cocaine was discovered in his hands. The cocaine, however, belongs to Matt's roommate, Jeremy Van Holden, but Matt is scared to speak out since the Van Holdens are a prominent family. Jeremy offers Matt \$10,000 in exchange for taking the fall. Matt spends the money on a trip to see his sister Shannon, who lives in London with her husband Steve Dunham and their little kid Ben. Matt is swiftly introduced to Steve's younger brother Pete, the leader of a firm football hooligan in Green Street Elite (GSE).

Matt Buckner is shown in this scene as trying to find his identity through his new buddy or known hooligan strong friend. Matt was initially a pessimist and a weakling. In scene one, Matt Buckner explains to his brother why he was dismissed from Harvard. There is a situation in which Matt is not evasive in response to the claims made by his campus. Matt gets accused of using a restricted item even though he knew it belonged to his roommate, and he gives up since he lacks Jeremy's authority. In scene 3, it is shown to Pete that Matt is a weak person who cannot fight and has never been involved in any form of violence.


According to Tajfel et al., (1979), Individuals go through three mental processes in order to form their social identity. The three mental processes are social categorization, social identification, and social comparison. At this stage, Matt Buckner is in a social categorization position. This is the mental process he uses to categorize persons into social groups in order to comprehend their social environment. This technique allows him to categorize individuals, including himself, based on the groups to which he belongs. More often than not, he defines people based on their social categories rather than their unique features.




How Matt Buckner's Identity Transformed Get Changed In Green Street Movie



Some of the scenes in the movie show a significant change that happened to Matt. He wants to know more about football, fight in self-defense, be a leader in a group, to dare to fight someone who accuses him on campus. Nevertheless, Matt became a drunk and was also approached by many women.

Table 2

The Transformation of Matt Buckner's identity

No	Representamen	Object	Interpretant
1	 <p>Scene 4. Minutes 23:52</p>	Visualization: the icon, in this scene, is in the form of a picture of Pete persuading Matt to keep watching football games. Fear is an uncomfortable feeling triggered by the perception of danger, real or imagined.	The message intended to be given at this moment is to demonstrate that Matt is truly interested in watching football.

		From the icons and verbal signs that exist, there is a symbolic meaning, which Matt was afraid of the bopper so he decided not to go to the match. However, Pete still insists on it.	Because Bopper dislikes it, he is afraid and uncomfortable participating.
2	 <p style="text-align: center;">Scene 5. Minutes 20:02</p>	Visualization: the icon, in this scene, is in the form of a picture of Matt joining Pete's friend. Socialization is the process of an individual studying the habits and cultures of society that include the way of life, values, and social norms contained in society so that and actively participate in it. From the icons and verbal signs that exist, there is a symbolic meaning that Matt is trying to adapt to Pete's surroundings. By doing their activities.	The message meant to be portrayed at this moment is that Matt is attempting to socialize with Pete's pals.
3	 <p style="text-align: center;">Scene 6. Minutes 31:32</p>	Visualization: icon, in this scene in the form of a picture of Matt first fighting and Matt, ventured into a fight with another firm. The attitude of courage is to have a steady heart and a great sense of confidence in the face of danger and difficulties. From the icons and verbal signs that exist, there is a symbolic meaning that Matt has dared to fight.	The symbol's purpose in this scenario is to symbolize that Matt's courage comes from Pete's encouragement and his terrible history, thus he organizes his emotions and fights opponents.
4	 <p style="text-align: center;">Scene 7. Minutes 53:50</p>	Visualization: the icon, in this scene in the form of a picture of Matt and the GSE firm, is on its way. In this scene, Matt has dared to express an opinion despite being refuted by Bopper. From the icons and verbal signs that exist, there is a symbolic meaning that the loyal attitude of friends and daring to think is shown in this scene.	The symbol that wants to be delivered in this scene is to show that Matt is a loyal friend as well; initially, Pete did not allow him to participate, but he insisted on joining because he thought the GSE Firm was lacking members; additionally, Matt dared to express his

			opinion and fight Bovver's argument.
5	 <p style="text-align: center;">Scene 8. Minutes 57:22</p>	Visualization: icon, in this scene in the form of a picture of Matt flirting with women. Self-confidence is an attitude or belief in one's own abilities. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that Matt feels more confident.	The purpose of the symbol that wants to be conveyed in this scenario is to indicate how Matt's attitude changes dramatically after and before he became friends with the members of the GSE firm.
6	 <p style="text-align: center;">Scene 9. Minutes 01:39:09</p>	Visualization: the icon, in this scene, is a picture of Matt and Jeremy arguing about their problems on campus. Pete wants to take his revenge on Jeremy for what he did before. From the icons and verbal signs that exist, there is a symbolic meaning that shows that Matt has been brave and smart in conquering his opponents.	The symbol intended to be conveyed in this scene is to demonstrate that Matt is no longer someone who quickly relents.
7	 <p style="text-align: center;">Scene 10. Minutes 24:53</p>	Visualization: the icon, in this scene, is in the form of a picture of Matt joining Pete's friend. Football hooliganism refers to what is widely regarded as mischievous and destructive behavior by overzealous football fans. From the icons and verbal signs that exist, there is a symbolic meaning, that Matt is getting interested and having fun being a football supporter along with Pete's firm.	The message that wishes to be given in this scene is that there is an interest in football evidenced by Matt's attitude, even though Matt did not like football at first.

The search for a sense of identity through the process of identification according to Erikson (1994) can begin from the beginning of each individual's life. Developments that follow the flow of life result in an "ego" identified as a social reality. Here Erikson emphasizes that identity is a process that occurs gradually at the core of the individual

The second finding in the research was Matt Buckner's identity transition, which occurs often due to a variety of causes. According to the author's study of the shift in Matt Buckner based on environmental circumstances, Matt Buckner is friends with Pete, who is a Hooligan, which gets Matt interested in the world of football. Pete's arrival in Scene 3 reveals Matt's identity as a weakling. Based on the situation, he couldn't have avoided Pete's

sudden attack. However, Matt's character shift is shown in Scene 6, indicating Matt is a fearless character. Pete is the main force behind the role change in this scenario. Furthermore, the preceding scene demonstrates Matt's cowardice. In scene 4, Matt changes his mind about following the GSE members while they watch a football game after being threatened by Bovver in the washroom. However, Matt joined GSE after that.


The second phase in matt's seeking identity is social identification, which is the process of identifying as a member of a group. Individuals who socially identify with a group behave in ways that they feel members of that group should behave (Tajfel et al., 1979). For example, if a person considers herself to be an environmentalist, she may endeavor to save water, recycle wherever feasible, and march in demonstrations to raise awareness of climate change. People get emotionally committed to their group memberships as a result of this process. As a result, the standing of their groupings has an influence on their self-esteem.


In this case, the sign of change from Matt Buckner arises as a result of the environment. In general, his environment has shaped him into the man he is now, with the help of Pete and his friends. Not only did Matt's way of thinking and identity alter, but so did the way he dressed. This is seen in the early scene sign when Matt frequently wears a shirt when traveling, but as he began to join the members of GSE, Matt preferred to wear t-shirts and light jackets.




The Reasons Why Matt Buckner Chose to Be a Hooligan

Some of the scenes show the reason Matt Buckner became a Hooligan. Matt is amazed by the enthusiasm of football supporters, his admiration for the figure of Pete who is the leader of the Hooligan, Good social relations, solidarity, fighting, and friendship. It is reinforced by the tattoo on Matt's chest and the scene at the end of the film that shows Matt doing a fan chant that is usually done by a Hooligan.

Table 3.
The reason Matt Buckner become a hooligan

No	Representamen	Object	Interpretant
1	 <p style="text-align: center;">Scene 11. Minutes 36:45</p>	<p>Visualization: the icon, in this scene, is a picture of Matt and Pete talking on the train. A friend's loyal attitude is an attitude that shows mutual help, and mutual support when friends are in any position.</p> <p>From the icons and verbal signs that exist, there is a symbolic meaning, that Matt felt a genuine friendship when he was rescued by the members of the GSE.</p>	<p>The symbol's meaning in this moment is to signify that Matt feels more respected by making friends with the GSE firm, and he is proud that he has dared to fight.</p>

2	 <p style="text-align: center;">Scene 12. Minutes 42:03</p>	<p>Visualization: icon, in this scene in the form of a picture of Matt learning to play football along with Pete and his children. Matt is someone who doesn't like football, but he wants to learn football after a few days of joining the GSE firm. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that there is a change in Matt's personality.</p>	<p>The significance of the symbol that needs to be given in this scene is to indicate how the change in attitude and personality. Matt is gradually displaying changes- and Matt is now happy when it comes to football.</p>
3	 <p style="text-align: center;">Scene 13. Minutes 56:35</p>	<p>Visualization: icon, in this scene in the form of snippets of scenes Matt with his friend while fighting and drinking with the back sound of his voice. A friendship that he went through in a few days made him enjoy life more, whereas all this time his previous life was just monotonous. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that by meeting a sincere friend, then we can feel the true meaning of the agreement.</p>	<p>The symbol's interpretation that wants to be conveyed at this moment is to represent how Matt has discovered himself either as a hooligan or as himself when he is with his pals.</p>
4	 <p style="text-align: center;">Scene 14. Minutes 57:13</p>	<p>Visualization: icon, in this scene in the form of an image of Matt making tattoos. A tattoo is painting the skin by inserting ink into the skin layer using a needle. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that Matt has dedicated himself as a hooligan in the GSE firm.</p>	<p>The purpose of the symbol that aims to be given in this scene is to show that Matt has decided to become a true hooligan, as shown in the tattoo image that is the GSE firm's symbol.</p>

5	 <p style="text-align: center;">Scene 15. Minutes 57:25</p>	<p>Visualization: icon, in this scene in the form of a cut of the scene Matt and Pete fight. A fight is an activity between one or more people that is done because of a cause or effect. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that Matt has become a bolder figure and found himself as a hooligan.</p>	<p>The symbol's meaning in this moment is to symbolize that Matt experiences a change in himself when he fights.</p>
6	 <p style="text-align: center;">Scene 16. Minutes 01:39:20</p>	<p>Visualization: icon, in this scene in the form of a picture of Matt on the road after the fight. The guilt and sadness Matt feels over Pete's loss are devastating. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that Matt feels the loss of Pete as his friend.</p>	<p>The symbol's meaning in this scene is to symbolize Matt's sadness that Pete was unable to endure the fight in order to save Pete's sibling. He feels obligated to Pete.</p>
7	 <p style="text-align: center;">Scene 18. Min 01:42:06</p>	<p>Visualization: icon, in this scene in the form of a piece of Matt's image more singing. A sense of pride in singing the national anthem of the GSE firm, which shows loyalty. From the icons and verbal signs that exist, there is a symbolic meaning that indicates that Matt has found himself a hooligan.</p>	<p>The symbol's value in this scene is to symbolize that Matt has become a new person as a result of the events of the day before, and he now feels more alive.</p>

Dunning (2000) in his paper Entitled Towards Sociological Understanding of Football Hooliganism as A Word (Phenomenon, 2000) mentions that hooliganism is a phenomenon of violent behavior that has little to do with the realm of football. This can include physical conflict between groups of supporters, attacking opposing players, vandalism against opposing clubs, and the like.

The reason Matt Buckner became a Hooligan is that Matt was amazed by the enthusiasm of football fans, his admiration for the figure of Pete who is the leader of Hooligans, good social relations, solidarity, fighting, and friendship. This is emphasized by the tattoo on Matt's chest and the scene at the end of the film which shows Matt doing a Fan chant which is usually done by a Hooligan. Matt opted to be a Hooligan because he felt more loved and acknowledged as one. Matt stated that he was pleased to be a Yankee surrounded by GSE members. Besides, he admires Pete. Pete, who has struggled to protect his brother, teaches him how to fight and protects him to the point that he wants to shorten himself and

become a hooligan.

Social comparison is the final stage of the mental process. Once we have classified ourselves as a member of a group and associated with that group, we tend to compare that group to other groups. To retain our self-esteem, our group must do well in comparison to other groups. (Tajfel et al., 1979). Matt's social identity is thus viewed as the result of those three processes (social categorization, social comparison, and social identification). Social identity may be described as an individual's knowledge of belonging to GSE, as well as the emotional and monetary value of that group membership. Thus, one's personal identity relates to self-awareness connected with distinct individual characteristics.

Matt's social identity reflects who he is in terms of the organizations to which he belongs. In order to maintain self-esteem, one must perceive his or her in-group as having a higher social standing than an out-group. It's important to remember that an in-group member won't compare themselves with just any out-group the comparison must be pertinent to the situation.

Conclusion

After analyzing and investigating the research questions, the researcher concluded that the transformation of Matt Buckner's identity throughout the movie, is as follows:

Firstly, based on the analysis of the film above it can be concluded that Matt Buckner was just a normal student in general before he met and joined GSE. He's not a delinquent he's accused of, timid at being unable to fight the friend who accused him, and unable to fight when he first meets Pete. Matt is a weak man but begins his search for identity when he meets Pete.

Secondly, based on the analysis of the film above it can be concluded that the representation of Matt Buckner's identity is shown in some of the scenes above, Matt Buckner began to find himself when he met with Pete and the GSE Firm. He began to feel who he was when he fought alongside his friend to defend her pride and members of the GSE Firm. In addition, the indicator of change from Matt Buckner occurs due to the environment. Broadly speaking, it's his surroundings that have made him who he is now and with encouragement by Pete and his friends.

Lastly, Matt also chose to be a Hooligan because he felt more appreciated and known when he became a hooligan, Matt said he was proud to be a Yankee surrounded by GSE members. Besides, he respects Pete. Pete, who has fought to protect his brother, teaches him how to fight and defends him until he wants to dedicate himself to being a hooligan.

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Social Media Utilization for Self-Regulated English Learning during COVID-19 Outbreaks

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Highlights

Social media has a positive and essential role in helping improve students' English skills and their motivation to study independently in flexible ways.

ABSTRACT: It is quite challenging at this moment for students to study from home (SFH) during the COVID-19 outbreaks. Social distancing practices applied during the coronavirus outbreaks to most of the public settings, including at academic activities at university. Fortunately, there have been many platforms of social media provided and accessed easily in this digital era. This current study aimed at investigating and understanding higher education students' perspectives on social media in learning English independently during the COVID-19 pandemic. An online survey was the main research instrument to gather data from 147 potential students to be the respondents to fill out the survey from three universities in the Sulawesi region, Indonesia. The result showed that 81% of respondents used WhatsApp as the medium to study autonomously at home during the pandemic. Besides, YouTube (77.6%), Instagram (57.8%), Facebook (29.3%), and Twitter (24.5%) also became the additional choices. They used those friendly-users and cheap accessed social media platforms to watch and to listen to English videos (79.6%) also to have the written chats in English with friends and teachers (67.3%) as well as to have the audio and video calling in English (36.1%). Further, during the pandemic, respondents improve their speaking skills (37.4%), listening skills (29.3%), reading skills (17%), and writing skills (16.3%) through social media. Even though the world is distracted, university students in this region keep their motivation to learn English from home autonomously.

Keywords: social media, self-regulated learning, COVID-19, learning English

Introduction

Today the world is sick. Life, especially in the education field, is facing a challenging time during the COVID-19 outbreaks. Fortunately, people have been familiar with social media in this digital era. Students, particularly higher education students, get much assistance from social media during the time of study from home (SFH). Kimmerle et al. (2015), Franklin, et al. (2016), Sakkir (2016), Maulina, et al. (2019), and Brown & Pederson (2020) argue that social media are popular to college students and it is used for educational purposes in the classroom and beyond the classroom to share relevant experiences to social care as well as language learning interest. During the conflicts and crisis like today's COVID-19 outbreaks phenomenon, social media is an essential element for communication (Yu et al., 2020).

Kaufhold et al. (2020) explain that social media allow emergency services to reach people easily in the context of crisis communication and interaction and receive valuable information. In education settings, social media use is for information sharing outside the classroom and lead for the self-regulated to study independently (Matzat & Vrieling, 2016; Wang & Chen, 2019; Lar et al., 2021). The informal language learning setting at home utilizing social media as the tool to support the connectivity and collaboration with colleagues also with lecturers in accomplishing the tasks given create more self-regulation during the COVID-19 pandemic.

Self-understanding the learning independently during the outbreaks enables the development of students' autonomy and the growth of target language proficiency, mutually supporting and fully integrated for students' English language learning through social media. Also, being independently learning the English language in a restricted situation like a social distancing support the higher education students to self-derived the third fundamental principles such as self-involvement, self-reflection, and target language use. According to Andrade and Bunker (2009) state that distance language learning helps students gain communicative competence for self-regulation and autonomy. Distance learning through social media during the COVID-19 pandemic is one of the ways for facilitating greater student control in these critical aspects of their studies.

COVID-19 pandemic has changed higher education students' position as the decision-maker in their studies. Before the pandemic, educators need to develop a better understanding of learners by considering the suitable media technologies in their studies (Kirkwood, 2003). Also, he said that media technologies like social media could provide many new educational opportunities. Social media are relevant for individual learning and collective knowledge construction for independent informal learning environments (Meyers et al., 2013; Tan, 2013; Kimmerle et al., 2015, Alshammari, et al., 2017; Maulina, 2015; Maulina, 2019; Maulina & Rusli, 2019; Maulina et al. 2019; Maulina et al. 2020; Maulina et al. 2021; Saputra et al., 2021; Rasyiid et al., 2021; Putra et al., 2021; Zainal et al., 2022). Self-accessed in learning English as a foreign language from home stimulate much probability for students to enrich their insights during the outbreaks.

Studying from home enables students to get more language transactions. Kara (2020) explained that transactional distance language learning significantly predicts learner outcomes of perceived learning and satisfaction. Besides, the rapid connections through social media make communication faster (Bouvier, 2015; Andriyani et al., 2022; Maulina et al., 2022; Maulina & Sari, 2022). Further, Bouvier (2015) and Thulin et al. (2019) explain that social media brings a new form of communication in shaping every day's cultural values, knowledge, and social structure. This current study examines higher education students' perspectives about social media they use, and English skills improved in leading themselves to study from home independently during the COVID-19 outbreaks.

Method

The data for this study gained through the online survey. We asked EFL teachers from three universities in the Sulawesi region, Indonesia, to spread the survey to their students. The survey, as the main instrument in this study, was used to figure out types of social media used to study independently as well as their responses on the English language skills improve during the COVID-19 outbreaks. One hundred forty-seven (147) students participated in filling the online survey in a Google Form. There were 89.6% of students from the bachelor's degree, 6.9% of students from master's degrees, and 3.5% of students from doctoral degree. Female students (76%) were the majority of respondents and male students (24%).

Respondents in this study were aged 19-20 years old (66.9%), 21-22 years old (20%), 25-26 years old (2.8%), and >30 years old (8.3%). They shared the same perspectives in filling out the survey. The presented results were in figures and tables, in percentages and frequencies.

Findings and Discussion

Findings

The presented results of this research explain the respondents' perspectives on the social media that they frequently used to assist in studying and exploring things in English independently at home as well as the English skills improve during the COVID-19 outbreaks.

Types of Social Media Utilized in Helping Students' Learn English

There have many platforms of social media available and are easy to be accessed and displayed through mobile phones and computers. Social media enable students' everyday learning routines and experiences in time and space flexible. Students in this study have been familiar with some social media such as Twitter, YouTube, Facebook, Line, LinkedIn, WhatsApp, Instagram, Telegram, Snapchat, and Pinterest as the platform where they get to connect and communicate with their peers.

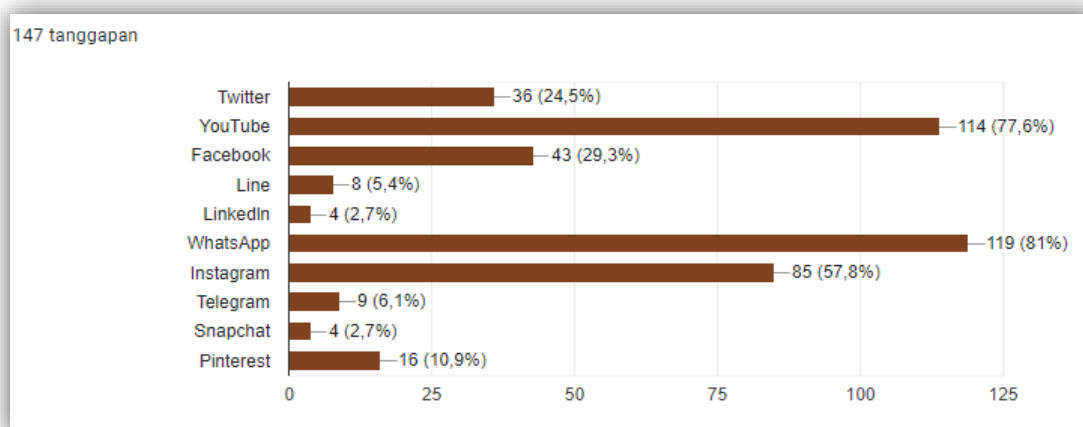


Figure 1 Social Media used to Study English Independently during the SFH

In daily life, during the outbreak showed in the Figure 1, 81% of respondents use WhatsApp frequently to communicate and study English independently. WhatsApp is particularly popular because its enhanced capabilities allow users to interact in a variety of ways. For example, WhatsApp allows users to exchange text messages one-to-one or as group conversations. Additionally, students can share documents and a variety of multimedia types as well as making voice or video calls. They also access YouTube (77.6%) to watch and listen to English videos to improve their vocabulary. Other social media such as Instagram (57.8%) and Facebook (29.5%) also Twitter (24.5%) become the additional social media in varying connection and communication. Continuity to study even it is during the COVID-19 pandemic raises college students' awareness to survive and keep going the learning. In addition, among of those mentioned popular social media used, LinkedIn and Snapchat appeared as the least preferred utilized platforms.

Reason using Social Media Platforms

This current research reveals that students use particular social media to connect and communicate to improve their English skills independently at home. Reasons using that social media such as the platform is easy to use, it has a good feature for language learning, it enables them to connect fast even though the internet connection is limited, and it is low cost to have calls and text messaging.

Table 1
Reasons Stated in Utilizing Particular Social Media Platforms

Statements	Frequency
It is easy to use	123
It has good features for language learning	76
It enables me to connect fast	67
It is the cheapest medium to have calls and text messaging	55

From 147 respondents represented at Table 1, 123 respondents use particular social media frequently because of its friendly-user provided on the platform. Social media provide a convenient way to connect with friends easily during the COVID-19 outbreaks. Also, good features for language learning provided in the social media platform attract students to be attractively involved in the STF learning setting. During the COVID-19 pandemic, internet connection and internet data plan availability become essential items considered. There are 67 respondents out of 147 use social media that enable them to connect fast, and 55 respondents out of 147 use the low-cost medium to have audio and video calls and do the text messages.

Self-Regulated Strategies Utilizing Social Media

Social media as a tool for learning independently during the outbreaks within the informal language learning setting at home, higher education students seek to engage actively in the cyberspace to form and build as well as to offer personal insights to develop comprehension in English learning.

Table 2
The Preferred Strategies

Methods	Frequency
Watch and listen English videos	117
Have written chats with colleagues and lecturers in English	99
Share and describe pictures in English	67
Share and describe files in English	60
Have video calling speaking in English	53
Take and describe photos in English	50
Record video in English	40
Have audio calling speaking in English	34
Voice recording in English	29

Based on the survey, we found that 117 respondents out of 147 watch and listen to English videos through social media during the COVID-19 pandemic. Other self-directed English learnings occur during the pandemic, such as texting, video calling, audio calling, picture sharing. Take another example from the result of the survey at Table 2 that 50

respondents tend to take pictures and post them to social media by describing in English is one way that those higher education students control the self-learning and minimize the mental problem also stay motivated during the SFH. The self-directed activities in improving the English learning beyond the formal setting, like nowadays condition, enable them to heal and promote the autodidactic activity.

In addition, self-mitigation in developing the English language skills through social media during the COVID-19 outbreaks leads higher education students to have the ability to self-managing the needs in English language learning. Some specific English learning self-access during the COVID-19 outbreaks displayed in Table 3 as follows.

Table 3
Specific Activities for Self-Access English Learning during the COVID-19

Statements	Percentages
I listen and watch English audios and videos to improve my listening skills on social media during the COVID-19 pandemic.	64.6% of respondents agree
I talk in English by audio and video calling through social media to improve my speaking skills during the COVID-19 pandemic.	69.2% of respondents agree
I learn new vocabularies then send messages and upload new status in English on social media during the COVID-19.	55.8% of respondents agree
I am interested in reading new posts in English on social media during the COVID-19 pandemic.	65.3% of respondents agree

It reveals that 69.2% of respondents agree to get in touch with friends through audio and video calling through social media. One of the social media used commonly for the audio and video calling at a low-cost price is, for instance, WhatsApp. Besides, students are interested in reading new posts in English posted on social media such as on Facebook. Reading texts enrich their insights towards English vocabularies and knowledge in today's pandemic. Even though restrictions happened in all settings, students could still get many languages and knowledge input. Another activity that 64.6% of respondents like to do during the COVID-19 is listening and watching English audios and videos. One of the most audio and video content social media providers is YouTube.

English Skills Improved during the Outbreak

Higher education students studying independently during the SFH improve four English language skills such as listening, speaking, reading, and writing through the social media.

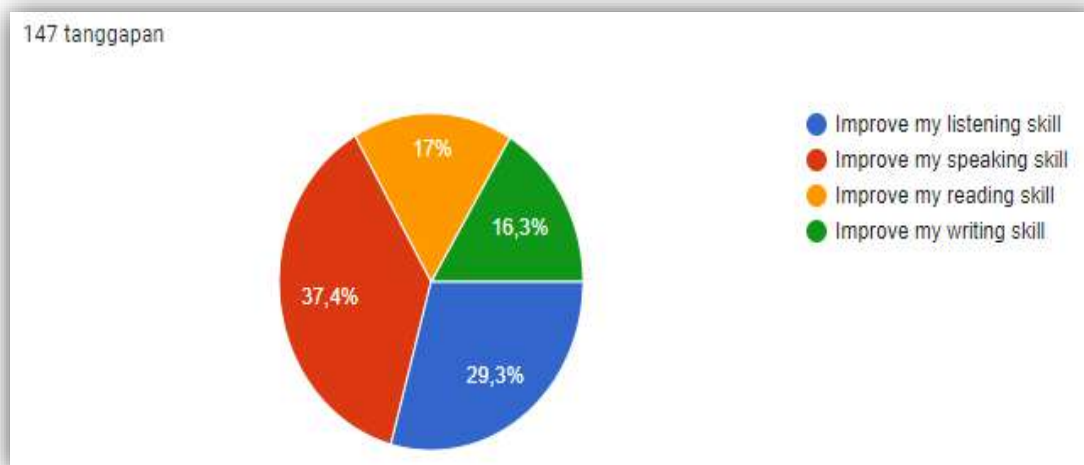


Figure 2. English Skills Improved during the COVID-19

Figure 2 shows that higher education students do more oral communication during the outbreaks. It shows that 37.4% of students improve their speaking skills. The rest improved skills such as listening skills (29.3%), reading skills (17%), and writing skills (16.3%). Distance oral communication with colleagues enables college students to connect ideas, share positive attitudes, and develop language learning autonomy during the COVID-19 pandemic. This approach could result in the self-healing and protection mentally during the outbreaks. Besides, higher education students play self-control in self-encouraging their cognitive independence and social interdependence simultaneously.

Discussion

The findings of this current study show that social media provides real-life language and models how students study independently and interact with each other, like in the situation of study from home (SFH). It is in line with Wang and Chen (2019), stating that in utilizing social media for independent learning, students are considered more flexible, more interesting, and more interactive than formal learning in the classroom. It is similar to Kirkwood (2003), arguing that independent students value the richness and flexibility they derive from having a range of media components in their courses who wanted to improve their English or prepare for English exams. Practically, students who use social media for learning courses increase their communication and technology skills in a more creative and more open to diverse ideas; for instance, in the informal setting of learning during the COVID-19 pandemic is showing effective supporting the students' outcome. According to Kara (2020), students satisfy with their outcomes in transactional distance learning.

Dealing with the preferred social media users such as WhatsApp, Instagram, YouTube, Facebook, Telegram, Twitter, Line, Pinterest, LinkedIn, and Snapchat, all these digital platforms enable them to connect and communicate in an easy and more accessible way through mobile phones and computers with the most of the requirement of internet connection. It is similar in the context of daily use of social media. For instance, Thulin et al. (2019) explain that social media enable people's everyday routines and experiences in time and space to be flexible. Moreover, in line with the educational setting, Franklin et al. (2016) argue that students promote themselves for learning sustainability and continuity

through social media. Besides, Tan (2013) said that some language content in social media like YouTube plays community formation and supports informal peer learning.

Social media's convenient accessibility, reliability, and sustainability strengthen students' motivation to study English independently and actively engage with colleagues and lecturers. It is in line with Tan (2013), who explains that the nature of informal learning spaces, being that their focus is not solely on education but also entertainment, leads to a variation in quality, reliability, and suitability of content. Self-directed English learning occurs during the pandemic of COVID-19, such as texting, video calling, audio calling, picture sharing, and even collecting and sharing relevant documents as sources of English learning. According to Wang and Chen (2019), students learning in an informal setting tend to be more flexible, interesting, and interactive than informal learning in the classroom. In addition, social media help encourage students to learn autonomously and do peer learning and develop learning communities (Alshammari et al., 2017; Maulina & Sari, 2022).

Conclusion

The findings show that social media presence in this digital era helps give students space to study English as a foreign language independently from home during the COVID-19 outbreak that forms the students' self-regulation. The friendly user, good features, fast connection, and the cheapest social media platform become why they utilize the medium frequently. Also, during the study from home (SFH), higher education students improve their English skills independently by watching and listening to English videos, having text messages in English with colleagues and teachers, having audio and video calls in English, uploading photos, and describing them in English, and posting status in English. Besides, those ways are to enable them to stay connected with colleagues and teachers outside to stay in academic nuances and enrich the English skills knowledge.

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