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An Observational Study of Teacher's Gestures in EFL Classroom

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Highlights

The use EFL teacher's gestures
in the classroom

ABSTRACT: Verbal utterances and nonverbal utterances are acknowledged to be semantically and pragmatically co-expressive. Previous theories reveal that gestures are useful for teacher's conceptual planning of messages and student's comprehension and learning motivation. This study is carried out using an observational study and aimed to give insight into the use of gestures by EFL teacher during the teaching in the language classroom. A senior high school EFL teacher with a bilingual classroom become the participant of this study. A video and audio recording are used to capture the teacher's gestures and teacher-student interaction. The data collected were transcribed then analysed using AS-Unit for recognizing the English utterances and the categorization of gestures was adopted from Wang and Loewen (2016). The finding elaboratively describes the use of gestures (i.e., iconics, metaphors, deictics, beats, head movements, affect displays, kinetographs, and emblems) produced by the teacher in her classroom utterances. The finding shows that the gestures take a big part in supporting the teacher as speaker in teacher's complex lexical retrieval. The pictures of teacher's gestures is provided to show the visual evidence. Therefore, the result of this study serves as a teaching reflection and can be employed as a model to provide language learning comprehensible input in the language classroom.

Keywords: Gestures; EFL Teachers; Observational Study; Language Classroom

Introduction

Delivering a comprehensible input is a fundamental aspect to be applied in a language classroom (Fajriah, 2020). It has been recommended that EFL teachers carry out the lesson in the target language, instead of conducting the lesson in the first language. However, some EFL teachers face problems in the process since the language system (phonological) and grammatical structure in the first language (e.g., Indonesian language) are different from English (Rahayu, 2015). Therefore, to support the teachers' verbal input, numerous studies strongly suggested utilizing nonverbal input which is gesture while speaking (e.g., Ranta & Harmawati, 2017; Sato, 2018, 2020; Sueyoshi & Hardison, 2005). By sufficiently using gestures, EFL teachers show a fluency in conducting the lesson in the target language aimed

to provide high quality input to the students. Besides, the teacher-student interaction is built during the use of gestures to establish a positive atmosphere in the language classroom. However, the discussions of teachers' gestures implication in Indonesian EFL classroom are scarce to be found. Filling the gap of the previous studies, therefore, this paper carries out in the context of Indonesia, especially, in senior high school.

Gestures, the movements of the hands and arms that we can see people talk (McNeill, 1992), have been used by EFL teachers as an essential aspect of communication competence (Lazaraton, 2004; Allen, 2000) because the unity of speech and gesture are synchronous also semantically and pragmatically coexpressive (McNeill, 1992). Earlier studies have examined the types of gestures and each function of gestures in language classroom and discovered that gestures have speaker-internal (producing gestures helps the teachers organize the thought while speaking) and speaker external functions (providing gestures helps the students comprehend the input) (McCafferty, 2004).

In speaker-external purpose, gestures are important to make the EFL teacher's verbal input easier to be comprehended by the students. The students claimed that when the teacher uses gestures while teaching, they can comprehend the lessons better due to the visual cues that support memory encoding and information recall (Sueyoshi & Hardison, 2005; Dahl & Ludvigsen, 2014). Iranian students consider EFL teacher's gestures help them to understand the context (Karim & Sotoudehnama, 2017). Besides, the role of gestures has a relation to speech to establish zones of proximal development (ZPD) for ESL/EFL teaching and learning, facilitate teacher-student interaction, and help to establish a sense of shared social, symbolic, physical, and mental space (McCafferty, 2002). Gestures also play a big role in EFL learning are cognitive, emotional, and organizational (Sime, 2006). Emotionally, teacher's gestures have a significant influence on the students' perception of language learning that the students respond it in a positive way (Isnani, 2021) and show interest, happy, proud, enthusiastic, and eager to learn more (Ananda, Solihat, & Suryana, 2020). As a result, their language learning motivation has improved (Hsu, 2006). Also, Zeki (2009) stated that the gestures used by the teacher as a means to take and maintain the students' attention. In several cases, EFL teacher used gestures to provide feedback for the students' speaking performance, particularly pronunciation (Thompson & Renandya, 2020). A study on the proactive and reactive Focus on Form (FonF) and gestures reveals that deictic gestures take a big part in a specific correction of grammar (Kamiya (2012). By way of explanation, in facilitating the student's language learning comprehension and improving the student's language learning motivation, the use of gestures in EFL teaching is a substantial aspect to be considered in EFL classroom.

In speaker-internal purpose, previous studies expose that the use of gestures in speaking is the way in facilitating English speakers to organize the thought during speaking performance. A study has been conducted to explore how gestures assist speakers' performance, and it discloses that gestures aid English speakers to organize the speaking fluency by retrieving the complex words from lexical memory, consequently, the speakers show disfluency when they are not using gestures in their speaking (Krauss, 1998). The process of lexical access and retrieval itself is fundamental in producing the target language fluently and efficiently (Manchon, Murphy, & Roca de Larios, 2009). In the cognitive activity, gestures

have two major roles: helping the speaker to organize spatial information for utterance and conceptualizing the information to be verbalized (Alibali, Kita, & Young, 2000). Furthermore, the use of particular gestures influences the teachers' unplanned explanations of vocabulary in the language classroom; besides, it helped the teachers speaking fluently and illustrating English meaning contextually (Lazaraton, 2004; van Compernelle & Smotrova, 2017). Analyses of gesture types used by an English teacher in Indonesian junior high school supports Schmitz's (2012) nonverbal communication theory and shows that the gestures used are Kinesics (movement), Vocalics (voice and intonation), and Proxemics (distance), however, the teacher did not use Haptics (touch) (Antika & Ikhsan, 2018). In ELT classroom, a teacher uses particular gestures, such as kinesics, emblem, illustrators, affect displays, regulators, and adaptors, which is categorized by Ekman and Friesen (1969). Illustrators, regulators, emblems, and affect displays (happiness, smile, frown) are the most prominent gestures occur during the teaching, therefore, it is confirmed that the interaction and communication happening in the classroom felt more enjoyable, effective, and convincing (Malnab & Humaerah, 2021). EFL teachers use various specific gestures to maintain a well communication and interaction. Wang and Loewen (2016) find that several EFL teachers produce hand gestures (iconic, metaphoric, deictic, and beat), head movements, affect displays, kinetographs, and emblems, in their corrective feedback. Among those gestures, the teachers mostly use head movements and hand gestures, for example, nodding, head shaking, and pointing at an artifact and person.

Table 1
Definition of each gesture

No.	Types of Gestures	Definition
1.	Iconic	Iconic gesture was defined as when the speaker moved hands or arms to present images of concrete entities and/or actions (McNeill, 1992).
2.	Metaphoric	Like iconic, however, metaphoric presented the images of abstract concept (McNeill, 1992).
3.	Deictic	Deictic gestures were identified when the speaker move the finger or other body parts to point object either concrete or abstract entities (McNeill, 1992).
4.	Beats	Beats gestures were when the speaker moved the hand(s) up and down or back and forth along with the rhythm of the speech (McNeill, 1992).
5.	Head movements	Head movements were considered as an extension of hand gestures (McNeill, 2005), however, Wang and Loewen (2016) considered nodding, shaking the head, or tilting the head to one side were involved.
6.	Affect display	Affect displays were defined as nonverbal movements showing emotions through facial expressions (e.g., happiness, fear, sadness, distrust, etc.) (Allen, 2000).

7.	Kinetographs	Kinetographs were identified when the speaker used the entire body to mime the various acts that people performed (Allen, 2000).
8.	Emblems	Emblems were defined as the movements that were conventionalized and culture specific (Gullberg, 2006).

Various types of gestures proposed by previous researchers have been conducted in the EFL countries, however, in the context of Indonesia, it has not been extensively explored. Thus, this study aimed to give insight from Indonesian context about the gestures used by senior high school EFL teacher while teaching in the classroom. This study aims to answer this question:

How does a senior high school EFL teacher use gestures while teaching in the classroom?

Method

1. Participant

To be a model for students' communication skills also to provide high quality instructions for students' language learning, teachers are recommended to use English in the language learning process (Fajriah, 2020). Winnie, an EFL high school teacher with 5-year teaching experiences, became the participant. She taught in an elementary school, senior high school, and private courses. Besides, she had taken TOEFL Test and IELTS equivalent as English proficiency test, and some professional training, such as multimedia training and English four skills training.

2. Procedure

It was required that the teacher produced English as language of instruction at least 70% of the utterances (Sato, 2020). Thus, this study was conducted in an XI grade of Bilingual which consisted of 26 female students. The researchers explained all requirements and consequences about this study to Winnie through WhatsApp private chat after sending the informed consent and other approval letter as an official permission for the institution.

This study used an observational study involving direct observation of individuals in their natural setting (Carlson & Morrison, 2009). The lessons were video and audio recorded aiming to capture the gestures made by the teacher and the interaction between the teacher and the students in the English classroom. The teacher-students interaction recording was transcribed, and the teacher's individual utterances were classified as L1 (Indonesian Language) and L2 (English). A single utterance was defined as an individual sentence (Nakatsukasa & Loewen, 2015), however, statements only containing one-word were also accepted as utterances. Then, the teacher utterances were analysed by using Analysis of Speech Unit (AS-Unit) level one. The AS-unit was defined as speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clauses associated with either of them (Foster, Tonkyn, & Wigglesworth, 2000). The gestures would be categorized based on the types of gestures proposed by Wang and Loewen (2016) adapted from Allen's (2000) types of gestures including hand gestures, head movements, affect displays, kinetograph, and Emblem, yet hand gestures were sub-organized by McNeill's (1992) into iconic, metaphoric, deictic, and beat gesture.

Findings and Discussion

Findings

The observations were conducted two times because at the first lesson the teacher was barely speaking yet focused on the students' speaking performance (only give simple instructions and demonstrations). The second observation done in the next week resulted in a better data in which the teacher gave an additional material and a brief explanation before instructing the students to perform their speaking skills.

Based on both data, it was revealed that the teacher mainly used English, and the frequency of teacher's utterances was 97% in English as shown in the table 3.1. The teacher used 1% of the utterances for translating unfamiliar phrases into L1 (Indonesia) and 2% for mixing both languages when the teacher attempted to use Indonesian interjections in English utterances.

Excerpt 1 (mixed languages)

W: |Najwa, loudly yaa Najwa, loudly.|

Excerpt 3 (L1)

W: |*Santai saja pada ku.*|

Excerpt 2 (mixed languages)

W: |Olin, you have a nice voice loh.|

Table 2

Frequency of L1 and L2 use in the lessons

	Ms. Winnie	
	Frequency	Percent
L1 (Indonesian)	2	1%
L2 (English)	206	97%
L1 and L2 mixed	4	2%
Total	212	100%

By seeing the frequencies of the teachers' use of gestures in the table 3.2, the teacher produced 75 gestures among her 212 English utterances. Besides, the teacher used all types of gestures proposed by Wang and Loewen (2016). It was indicated that head movement (37%), affect display (21%), and kinetograph (13%) as the top three gestures frequently used by the teacher with emblems (3%) as the lowest.

Table 3

Categories of gestures

NAME: MS. WINNIE			
NO.	GESTURE	FREQUENCY	PERCENT
1.	Iconic	3	4%
2.	Metaphoric	4	5%
3.	Deictic	9	12%
4.	Beats	3	4%
5.	Head movements	28	37%
6.	Affect display	16	21%

7.	Kinetographs	10	13%
8.	Emblems	2	3%
	Total	75	100%

After analyzing the data based on the definition of each gesture displayed in table 1, it is acknowledged that the teacher used all types of gestures proposed by Wang and Loewen (2016). Each gesture was specific and showed how the senior high school EFL teacher used gestures while teaching in the classroom.

a. Iconics

In example 1, the teacher moved her both hands to make a square movement demonstrating a shape of tablet as accompanying her verbal utterance “move the tab”.

- 1) W: |Elsa, move the tab to your other friend|
((moving both pointing fingers making a square shape in the front of her chest while saying “move the tab”) [iconic]



Fig. 1 Iconic Gesture

b. Metaphorics

In example 2, the teacher illustrated the word “vertical” move the horizontal phone on her both hands to the vertical direction while saying “like this”.

- 2) W: |Mumtaz, can you help miss again to record your friend |
|vertical like this|
((demonstrating the movement of vertical while saying “like this”))
[metaphoric]



Fig. 2 Metaphoric Gesture

c. Deictics

In example 3, the teacher moved her left opened palm facing the ceiling to point the students that was presenting on the front of the class. In example 4, the teacher outstretching her both hands open towards the tablet while saying “take your tab here” to point the tablet.

- 3) W: [Listen to your friend]
((moving the left opened palm facing the ceiling to point the students)) [deictic]
- 4) W: [Maybe you have to take your tab here |
((pointing by outstretching both hands open towards the tablet)) [deictic]



Fig. 3 Deictic Gesture

d. Beats

In the example 5, the teacher made her left hand moved up and down repeatedly along with the rhythm with saying “don’t forget to sign your story telling link to my email”.

- 5) W: [Don’t forget to sign your story telling link to my email. |
((Moving left hand with a pen to move it up and down along with the rhythm))
[beats]



Fig. 4 Beat Gesture

e. Head movements

In the example 6, the teacher called a student with tilting her head up from facing the laptop screen to the student. In example 7, the teacher nodded as confirming and echoing the students' correct answer when she elicited about last material from the students.

- 6) W: |today we're going to continue our storytelling class, so now I will call one of you
hmmm Nida Farida.|
((tilting the head up from facing the laptop screen when calling the student)) [head movement]
- 7) W: |What our :: what our last material? |
Ss: |Story telling|
W: |Story telling|
((nodding to confirm the students answer)) [head movement]



Fig. 5 Head Movement

f. Affect displays

In example 8, the teacher confirmed students said with raising an eyebrow while saying "are you sure?"

- 8) W: |Are you sure? |

((raising eyebrow)) [affect display]



Fig. 6 Affect Display

g. Kinetographs

In example 9, the teacher made multiple movements which categorized as kinetograph by straightening the back, putting both elbows on the table with the intertwined fingers, and nodding while saying “you know right?”.

- 9) W: |I always amazed the way how Adinda pronounce every word|
|pretty good|
|you know right|
((straightening back, both elbows on the table with the intertwined fingers, and nodding)) [Kinetograph]



Fig. 7 Kinetograph Gesture

h. Emblems

General example came from Western cultures as putting the thumb and the index finger into a circle means ‘ok’ or ‘good’. In example 10, the teacher showed the right opened palm to the students with the tips of the fingers facing the ceiling aiming to stress the word “wait”.

- 10) W: |now we are continue our presentation about storytelling|
|but wait a minute.|
((Showing the right opened palm to the students with the tips of the fingers facing the ceiling while saying “wait”))



Fig.8 Emblem Gesture

Discussion

In the recent study, all category of Wang and Loewen's (2016) gestures are identified. Head movements are the most frequently used by the teachers since the teachers often give small responses during the classroom interaction by giving nods and headshakes repetitively to confirm or disconfirm as a prompt for the students to correct an error (Sato, 2018) and tilting the head to one side to imply the confusion to the students' statements (Sato, 2020). This finding is comparable to Wang and Loewen (2016), but it is distinct with Sato (2020) that the most prominent gestures is metaphoric.

Besides head movements, affect displays is also frequently used by the teacher since the teacher creates emotional state through facial expressions during the interaction. The teacher often smiles along with a slight nod when several students hesitate to pronounce unknown words during the speaking performance. It can be interpreted that her smile is a sign of positive emotion (Meeten, Ivak, Dash, Knowles, Duka, Scott, Kaiser, & Davey, 2015) towards the students' speaking, so it makes the students more comfortable (Sato, 2020) to continue the presentation. The teacher also raises one of her eyebrows or frowns when she notices the students produce errors during the speaking activity or when the teacher attempts to understand the students' sentences. It can be interpreted that the teacher shows a negative emotion (Meeten et al., 2015) to disapprove the students' pronunciations or statements.

The last of most prominent gestures produced by the teacher, in this study, is emblem. The total emblem production is two gestures, and it occurs when the teacher translates the word 'wait' with opened right palm facing the students and when the teacher emphasizes the word 'so' by slightly punching the left palm. The teacher produces that gesture assumed that the students comprehend it since they are from the same culture (Sato, 2020). Sato's (2020) findings also revealed that Emblem is the least implemented gesture during the English

language teaching. The teacher is expected to produce gestures since the students' language proficiency level is still categorized as beginner level even though the class was classified as bilingual. Thus, the teacher's word choice is based on the students' current level. In the teaching process, the teacher prefers to use common phrases in instructing, explaining, and responding with the way L1 manners should, which is expected that many emblems will be produce since emblem gestures have a direct translation function from verbal to nonverbal utterances. Gregersen, Olivares-Cuhat, and Storm (2009) assumes that the lower-level speakers (beginner level) likely to produce emblem gestures than the higher-level speakers (intermediate and advanced). The assumption occurs that the lack of emblems production is because of the teacher is not the one who speaking more than the students as it was a speaking activity where the students are the focus.

Based on the findings, this study reveals that the teacher's gestures have an important role in the language teaching. Hand gestures, involving iconics, metaphors, deictics, and beats, purposefully help the teacher to deliver messages while speaking. The teacher produces iconic and metaphoric gestures to illustrate the concrete and abstract entities during the discussion (Wang & Loewen, 2016). Deictic gestures efficiently help the teacher to ensure that the students comprehend the objects which is being discussed by pointing at the objects (McNeill, 1992). The teacher uses beat gestures to emphasize specific words by moving the hands up and down or back and forth along with the rhythm of the speech (Wang & Loewen, 2016). Beat gestures help the teacher in the English production or embodying the English linguistic structure (McCafferty, 1998).

The use of head movements in teacher's classroom utterances is also essential to confirm or disconfirm to the students' English production (Wang & Loewen, 2016). In this case, the teacher tilts the head up to focus on the students' presentation, nods her head to approve the students' English utterances, the teacher shakes her head when the students made noticeable errors in their speaking performance.

Besides, affect displays are beneficial for helping the students to recognize the teacher's facial expressions as the feedback. In this case, the teacher gives a small response by smiling when the students take a glance on the teacher to confirm that they hesitate to pronounce some difficult words (Karim & Sotoudehnama, 2017), so the students feel the support and encouragement (Sato, 2018). Hence, it can be used by the teacher to establish a good teacher-students relationship (Burgoon, Birk, & Pfau, 1990). Another facial expression is teacher's frown, which is used to make the students notice the errors made in the specific time. Wang and Loewen (2016) convince that this facial gesture is produced to confirm or disconfirm the students' English sentences production.

Kinetographs are identified when the teacher a movement involving multiple body parts, for example, the teacher straightens the back, moves the head and eyes to express a surprise act (Wang & Loewen, 2016). In this study, the teacher moves her back, both hands, and head to mime the assurance in her utterances.

The least gestures found in this study, which is emblem gestures, are valuable for illustrating the conventionalized and culture-specific gestures (Gulberg, 2006), especially for the beginner level of English speaker proficiency (Gregersen, Olivares-Cuhat, & Storm, 2009).

The teacher uses emblem gestures to translate the verbal utterances to nonverbal utterances, where the students already understand the meaning of the words. In this study, the teacher directs her opened palm with the fingers' tips facing the ceiling towards the students and expects that the students understand that the gestures are used to nonverbally translate the word 'wait' in the phrase 'wait a minute'.

All gestures produced by the teacher effectively promote the teacher in retrieving complex words in lexical memory and conveying the message in English language teaching.

Conclusion

This study highlights that teacher produces 212 English utterances measured by AS-Unit with 75 gestures from all types of gestures proposed by Wang and Loewen (2016), which are iconic, metaphoric, deictic, beat, head movement, affect display, kinetograph, and emblem. However, the most frequently produced by the teacher are head movements, affect displays, and kinetographs, and the least is emblems. Additionally, the findings disclose the clear sample of how the gestures take a part in the teacher's classroom utterances for speaker's internal and external functions. Hand gestures are indicated to assist the teacher deliver clear messages while speaking. Iconic and metaphoric gestures are utilized to help the teacher illustrate both concrete and abstract entities being aimed. Deictic gestures are produced to assurance that the students understand the pointed objects by the teacher. Beats are used by the teacher to stress the specific words by moving the hands up and down or back and forth along with the rhythm of the speech. Affect displays are effectively produced by the teacher to express the expression of confirming and disconfirming by smiling and frowning as the feedback to the students' accuracy and inaccuracy in their English-speaking performance, so they feel supported and encouraged during the performance. Also, the students do not feel any psychological distance from the teacher and other friends. Kinetographs are made when the teacher moves some of her body part during the speaking, such as back, hands, and head to mime the certitude in her utterances. Emblem gestures occur when the teacher aims to illustrate the conventionalized and culture-specific gestures by directing her opened palm with the fingers' tips facing the ceiling towards the students and expects that the students understand that the gestures are used to nonverbally translate the word 'wait' in the phrase 'wait a minute'.

Utilizing these gestures is fundamental to facilitate the teacher as the speaker in complex lexical retrieval (Krauss, 1998; Manchon, Murphy, & Roca de Larios, 2009) to provide a high-quality input for the students.

However, this study has its limitation, which should be pointed out. The study is conducted during the speaking activity weeks, which make the teacher has limited time to speak and focus to improve the students' speaking competence. Therefore, further research is suggested to study the relevant topic in the other English skills (i.e., reading, writing, and listening), instead of speaking skill so that the study results a rich data that can be used as an immaculate model in providing comprehensible instructions and establishing a better classroom interaction.

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Student's Speaking Problems in Online Learning: A Systematic Research Review

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Highlights

Several issues were faced by students to develop speaking skills during online learning

ABSTRACT: This study used a systematic review, namely the research process by identifying previous research. Furthermore, this research applied a systematic analysis method that identifies the literature available on Google Scholar. This method has been utilized to deliver unique investigate as well as offer assistance analysts to fundamentally analyze, assess and synthesize complex thoughts. The five phases of systematic literature review are: 1) Framing questions for review 2) Relevant work 3) Assessing study quality 4) Summarizing the evidence 5) Interpret findings. From the results of the review on some of journals, it can be understood that there are students' problems in speaking class. Most of students have difficulties in terms of grammar, vocabulary, pronunciation based on reviewing of journal article. However, they also have problems in their psychology in learning speaking. Regarding online learning reviews, online learning is one of the alternative solutions for the learning process, including for students and teachers, during the COVID-19 pandemic. Although it raises some problems, for teachers and students, all parties must be ready to implement it. So, online learning has had both positive and negative impacts.

Keywords: Online leaning, Student's speaking, Problem

Introduction

In 2019, the world has acquired a problem that changes our life activities caused by a virus called covid-19. Several countries have experienced this problem, including Indonesia. Covid-19, the 2019 coronavirus disease (covid-19), has begun to disrupt the world of education which has hampered the student development process from the beginning of 2020 until now. Therefore, the Indonesian government issued a policy to prevent the spread of COVID-19 in all educational institutions to reduce crowd interaction. Hodges et al. (2020) said that distance teaching is a temporary shift from instructional delivery to alternative delivery modes due to the crisis of circumstances. This involves using a distance teaching solution for instruction or education that should be delivered face-to-face or as a mixed course and returning to that format after the crisis has passed.

One of the innovations in responding to this policy is to conduct online learning. However, this condition will be a challenge for all teachers to innovate in teaching and learning practices. Fitri (2021) said online learning is the best alternative for the Covid-19

pandemic because online learning can be done anywhere by teachers and students, especially for English teachers who teach speaking where speaking learning is a subject that must be mastered from four skills. As also stated by Ritonga and Siregar (2020), speaking is one of the most crucial talents to develop and improve in order to communicate effectively. The learning materials reviewed are more diverse, not only in terms of linguistic content, but also in terms of visual, audio, and motion content (Riyana, 2018). So, the teacher has a very important role to be responsible so that students can understand speaking skills so that learning in speaking learning can be maximized.

Online learning is very efficient in teaching and learning. However, online learning has flaws and has a negative impact on learners, particularly in terms of speaking skills. A "teaching" experience in a synchronous or asynchronous setting employing various devices (e.g., cell phones, computers, etc.) with internet connectivity is classified as online teaching (Dhawan, 2020). This is in line with Ali (2020), who believes that technology can be a delivery method and that cross-collaboration between instructional, content, and technology teams is essential. Murgartrod (2020) adds a number of specific flaws, including a lack of online information teaching infrastructure, a lack of teacher experience, and so on. Therefore, online defense in the speaking aspect has many problems faced by students in the speaking skill aspect, so it is recommended for teachers to give more motivation to students so that they can become active learners.

Speaking is considered one of the most difficult aspects of language learning. According to Brown (2003), speaking is the most important skill to master. It brings the ability to carry on a conversation. Nida (2020) found problems with their fluency in speaking are anxiety, nervousness, lack of confidence, pronunciation, and also limited vocabulary. As stated by Thurnbury (2005) that the problems faced by student speakers are divided into two main areas, namely the knowledge factor and the skill factor. Another thing, Anisa (2021) said they stopped talking because they faced psychological barriers or could not find suitable words and expressions. Furthermore, lack of vocabulary, limited knowledge of grammar, limited pronunciation, never practice speaking English, and lack of opportunities and nervousness are all issues that students face when learning to speak (Randi, 2020). Therefore, students are not only required to use grammar correctly or have good pronunciation and vocabulary but they are also required to know how to use the language.

The problems in learning speaking occur not only in on-site classroom but also in online learning process. In this context, Fitri (2021) said that students' problems in online speaking class are the lack of student motivation and participation, the use of the mother tongue, and the lack of learning equipment in the form of smartphones and internet quota. These problems were worsened by the lack of vocabulary so that when asked to speak English students are shy, afraid to make mistakes and they have no idea to speak directly (Fitri, 2021). However, it needs more empirical bases concerning this issue. Therefore, this research aimed at finding out students' problems in speaking skills during online learning process based on the systematic review of several journal articles.

Method

This study used a systematic review, namely the research process by identifying previous

research. Synder (2019) says that systematic review can be defined as a research method and process to identify and critically assess relevant previous research, as well as to collect and analyze data from that research. This study uses a systematic analysis method that identifies the literature available on Google Scholar. The search process was carried out starting in March 2022 with the keyword students' speaking problems in online learning.

The goal of this systematic literature review is to give a broad picture of what's going on in education during the COVID-19 epidemic, with a focus on student issues in online learning. As a result, the five-phase approach provided by Khan et al., (2003) was adopted in this investigation. This strategy has been used to generate new research and to assist researchers in critically analyzing, evaluating, and synthesizing difficult concepts.

Phase 1: Framing questions for review

All educational institutions should make the leap to online learning, especially in learning speaking skills. In ensuring that, the students' obstacles on learning speaking skills online are hampered by the COVID-19 pandemic which has left a huge impact on the world of education. Therefore, this study aims to analyze student problems in online learning.

Phase 2: Identifying relevant jobs

The second stage of the systematic review is to identify the relevant work by compiling all relevant publications related to the research objectives. In addition, articles must be published between 2018 and 2022. This consider as it were collected information from diary articles with a database utilized as it were by Google Researcher.

Phase 3: Assessing the quality of studies

The journal articles in Google Scholar will be chosen based on the system criteria to guarantee the quality of this investigation. Consideration and avoidance criteria were distinguished. The articles will be chosen based on incorporation and avoidance criteria. This will ensure that the piece is permanent which the ponder remains centered.

Inclusion

- Students have problems
- Test or respondents are from different levels of education
- Learning process must be online learning
- Published between 2018 and 2022

Exclusion

- Students have no problem
- Test or respondents are from different levels of education
- Learning process doesn't use online learning
- Other articles

Phase 4: Summarizing the evidence

The database used in this consideration is Google Researcher. The keyword "studying conversation problems in online learning" is used within the display bar. The results revealed 2,460,000 titles. Then, the search is limited to the last five years in the 2018-2022 period as many as 17,500 titles. In summary, only 20 articles will b included in this research.

Phase 5: Interpret findings

The final step is to interpret the results using content analysis to analyze the data. Content analysis can be performed using quantitative, qualitative, and mixed methods, making it

possible to use categorical data to identify trends. A Google Scholar search yields results on students' language problems in online learning. Only 20 selected individuals fulfilled the inclusion criteria.

Findings and Discussion

Findings

After doing to go through the five phases of the Systematic Literature Review, the articles are selected. The research study selection process is also carried out by looking at the title, abstract, and extended text and the main study results are obtained which will be used for further analysis. The findings resulted in a total of 20 relevant articles. The information obtained from these journals is then grouped into several types of journal categories, namely speaking problems, and online learning.

Table 1.

Studies and respective constructs

Construct	Number of researches
Speaking problem	11 (55%)
Online learning	9 (45%)

The aim of this systematic review is to summarize the results of previous research from 20 articles that have been analyzed related to students' speaking problems in online learning. However, the researcher enlarges the argument by limiting it to two main constructs, namely speech and online learning. Among the two constructs, studies on speaking difficulties produced the greatest results (11 articles; 55%), followed by online learning (9. articles; 45%). Therefore, there are two objectives of this assessment, which is to identify the factors of students' expression difficulties in learning and to identify learning difficulties using online tools.

From the analysis of several previous research articles from systematic literature review, the researcher describes the results of the journal review according to the speaking problem and online learning categories.

Speaking Issues

Students experience obstacles in learning English, especially in speaking English because several causes affect students' learning to speak English. Namely linguistic problems and psychological problems.

Table 2

Speaking issues

Research	Linguistic issues	Psychological issues
Sandika (2021)	pronunciation, grammar	anxiety, and shyness
Putri (2021)	grammar, pronunciation, vocabulary,	anxiety, and shyness
Ritonga (2020)	pronunciation, vocabulary,	anxiety
Kurniawan et al. (2018)	grammar, vocabulary	shyness
Nopita (2022)	vocabulary, grammar and pronunciation	anxiety, and shyness
Damayanti & Listyani (2020)	vocabulary	anxiety, and shyness
Marbes & Idayani (2022)	vocabulary,	anxiety
Potemkina et al. (2021)	vocabulary	anxiety, and shyness
Pratiwi & Prihatini (2021)	vocabulary, grammar and pronunciation	anxiety, and shyness
Huwari (2019)	vocabulary, grammar and pronunciation	anxiety, and shyness
Akhter (2020)	-	anxiety, and shyness
Mukammal (2018)	vocabulary, grammar and pronunciation	anxiety, and shyness

Online Learning

Online learning is one of the alternative solutions for the learning process, including for students and teachers, during the COVID-19 pandemic. Although it causes several problems, in the world of education, all parties must be ready to implement it. Researchers found that several journal reviews yielded positive benefits and negative impacts on online learning.

Table 3

Issues of online learning

Research	Positive impacts	Negative impacts
Lestari (2019)	Students' used video blogging to improve speaking skills through various strategies	
Syafiq et al. (2021)	The YouTube video improved students' fluency, vocabulary, pronunciation, grammar and content.	
Rahmawati et al. (2021)		Students become embarrassed and lazy to speak, lack of vocabulary
Agarwal & Kaushik (2021)		The online sessions broke monotonous routine
Agarwal (2020)		Accessibility is still the main factor influencing the success of learning.
Rakhmanina et al. (2020)	WhatsApp is helpful for online learning.	
Kuning (2019)	Internet, podcasts, videoconferences, videos and speech recognition software are considered the best tools for teaching oral expression	
Saptari (2021)	Students construct their ideas using the art of storytelling, anecdotes and real-life situations	

Discussion

From the analysis of several previous research articles from the systematic literature, the researcher describes the results of journal reviews according to the categories of speaking and online learning problems.

Linguistics Issues of Speaking

The most common problems in learning to speak faced by students are lack of words, poor pronunciation, and poor grammar. This is due to their low ability to master vocabulary, poor pronunciation, and proper grammar in speaking English although some experts explain that in speaking skills, students are not easy for using grammar and also right and correct English pronunciation.

English vocabulary is crucial because pupils will struggle to communicate their ideas or thoughts if they do not use words. As a result of their lack of exposure, their speaking will be incomplete. Several factors can contribute to a lack of vocabulary (Kurniawan, 2018). The English term itself is difficult to pronounce and differs from the native tongue version's pronunciation. Because of the difference in pronunciation, pupils are less likely to learn English vocabulary, resulting in a drop in the level of vocabularies. One English term can have multiple meanings, and its use must be contextualized, which might lead to student confusion when using the word. Furthermore, learners who understand fewer vocabulary have a better chance of succeeding.

The pronunciation of the English word is challenging when compared to the pronunciation in their original tongue. Because of the difference in pronunciation, pupils

are less likely to learn English vocabulary, resulting in a decrease in the number of vocabularies. Marbes (2022) observes that students had difficulty pronouncing some words, particularly those with several syllables and those that they had never heard before. However, one English word can have multiple meanings, and its use must sometimes be contextualized, whereas the core abilities they must have in English speaking skills are pronunciation and interlocutor understanding. Kurniawan (2018) also claims that English pronunciation is not a major issue in high school. This could be affected by contemporary technological advancements, where everything is connected.

Students can build correct sentences with the help of a language element that presents language patterns and understanding of grammatical rules. After running to speak English, master some vocabulary and be able to pronounce words, they face a challenge. That is, grammatically speaking. When speaking English, pupils, according to Mukammal (2018), are sometimes unsure of their sentences. They are unsure whether their sentences are correct or incorrect in their minds. That is where they got stuck in their heads. However, Marbes (2022) notes that some learners have an issue with grammar that is not related to tenses: they have difficulty forming correct sentences that follow the grammatical rules. This is useful for determining written and spoken language communication. Most students feel that in conversation or in English, they need to say the right way with structure (Sari, 2022). Auditors and others will better understand the meaning of correct tenses. When someone talks about their past, it is best to use the final form of the sentence, depending on the context. Kurniawan (2018) explains that awareness of how to apply grammar to the use of grammatically correct English so that the language spoken is appropriate.

The researcher concludes from the explanation above. The first is that the majority of learners have bad grammar; they are going never be able to make a conversation effectively in English because they do not understand how to construct sentences in English. Second, most of them lack vocabulary; they are unable to communicate in English due to their restricted vocabulary. Third, the majority of the students have weak pronunciation skills. They claim that speaking English is tough since the written and speaking styles in English are so dissimilar. Students will be concerned that if they make a mistake while speaking English, their friends laugh at them. In this case, students experience problems that must be addressed by the teacher in learning English, especially in the speaking class.

Psychological Issues of Speaking

There are several psychological problems faced by students (not dare to speak, not confident to speak, not used to speaking in class, fearful to speak, difficult to convey words or sentences) all stem from the same fear of making mistakes. Two problems (not daring to talk and speaking) come from the same source: a lack of confidence in one's ability to speak. One reason of two challenges (fear of making mistakes and lack of confidence to talk) is a lack of grammar expertise. One reason of two problems (not confident in speaking, and difficulty expressing words or phrases) is a lack of language. We can deduce from the number of causes of difficulty listed above that the majority of students claimed that 'not making mistakes' was their greatest issue. Furthermore, psychological

considerations play a role when speaking English in front of a class.

When students are speaking English, nervousness, fear, or a lack of confidence cause them to lose focus on what they are saying. Students are unable to manage psychological factors that lead to the forgetting of concepts, words, and the rules of the language they will speak. As a result, it is critical for teachers to prepare students to become accustomed to speaking in public so that feelings of anxiety, fear, or insecurity can be overcome through activities that support the formation of conditions that allow students to excel in public.

Problems in students' speaking ability are about their psychology because psychological problems are the problems that often interfere with emotional or physical health. According to Huwaria (2019), students are afraid or embarrassed to make mistakes in front of their classmates or teachers. This factor can be considered the main problem faced when they try to speak English in front of the class or talk to each other. They are afraid of making mistakes and shy when speaking English. In addition, students experience psychological problems, namely, anxiety, and the researcher concluded that students' high anxiety was that students underestimated their abilities and worried about their performance, instead of focusing more fully on the task itself. Overall, Putri (2022) explained that anxiety can refer to a temporary emotional situation or condition characterized by feelings of tension and worry that can increase the activity of the autonomic nervous system. However, students and teachers can build a positive classroom atmosphere, such as fun learning and giving positive feedback to students. To help students deal with their anxiety. Therefore, the role of the teacher is very important in this situation. English teachers are expected to understand the character of each student in their class, especially since the level of anxiety of each student will be different from one another.

Student communication worries, or in other words, is a type of shyness characterized by fear and anxiety to communicate with others because of the inability to speak English. Damayanti (2020) said that in the context of exam anxiety, exam anxiety arises when students face English exams, especially oral/speaking exams. Along with the fear of negative evaluations, this type of anxiety refers to the evaluation of others, the avoidance of evaluative situations and the expectation that others will evaluate them negatively. In addition, Shame (Ritonga, 2020). Damayanti (2020) said that lack of preparation and fear of being wrong triggered students' problems in speaking because they were worried about being embarrassed by their friends. So, they are not well prepared. On the other hand, Kurniawan (2018) said that in his research on students' speaking problems, lack of practice and self-confidence were believed to be positive triggers for students' speaking problems. Student anxiety comes from many causes. It can come from themselves as well as from their environment, such as their teachers and classmates. During the learning process, such as discussion and speaking activities, students tend to be quiet all the time, perhaps more than just shy (Damayanti, 2020). Therefore, it is not only a problem that students have, but also something for a teacher to identify and understand this common case. Student anxiety comes from many causes. It can come from themselves as well as from their environment, such as their teachers and classmates. During the learning process, such as discussion and speaking activities, students tend to be silent all the time, perhaps

more than just shy.

This is not only a problem that students have, but also something for the teacher to identify and understand this common case based on several journals. Based on the results of the evaluated research, it is going to be concluded that students' anxiety during conversation classes is caused by a drawback of vocabulary, ununderstanding of their own abilities, lack of argument, fear of making mistakes and fear of being shy by their peers. classy.

Online Learning

The learning process that was initially face to face has changed to online learning due to COVID-19, the various parties involved must adapt in order for the learning process to continue. Of course, online learning still presents problems because most teachers and students have never done online learning. Obstacles are not only felt by teachers and students, but parents also experience difficulties during this online learning process. This online learning has both positive and negative effects. Lack of public knowledge and differences in knowledge of technological progress make the learning process in society different. Added by Efriana (2021), online learning is about achieving large groups and broad goals.

Online learning has a good impact and many benefits for teachers and students during this pandemic. However, online learning has become an inevitable choice for educational institutions where teachers must still be able to teach, and students can still study at home during this Covid-19 pandemic. From the benefits obtained from learning, there are several problems that arise that are faced by students during the online learning process. Students have difficulty getting projects or assignments from the teacher which also interferes with psychology and understanding of the material for students. So, online learning is very dependent on the availability of information and communication technology. The COVID pandemic has made us aware of the best thing of online learning to teachers and students.

Positive Impacts of Online Learning

The use of technology in online learning can improve student learning outcomes. Pangondian (2019) asserts that the use of information and communication technologies in the implementation of e-learning has many advantages, including independence of space and time. A lot of research has been done by doing research online. Many articles discuss the fact that students tend to take online classes due to flexible learning. With online learning, students are not limited by the time and place they can take lessons from their home or anywhere because the ability of smartphones and laptops to access the internet helps students to take part in online learning (Anggrawan, 2019). Utilization of online learning with online learning, teachers provide lectures through virtual classes that can be accessed anywhere and anytime, not bound by space and time. It was found that the uniqueness of the research results from this study is that in online learning, students feel more at ease expressing their thoughts and questions. When students learn from home, they are not subjected to the psychological pressures that they are subjected to when they learn in a classroom setting. The absence of the teacher, whether directly or indirectly, makes students feel more comfortable in expressing their opinions.

Because online learning is regarded more entertaining and adaptable, it has had a significant impact on the world of education during the current epidemic. According to Rakhmanina (2020), the majority of learners are interested in online learning. With online learning, students can study anywhere and anytime because technology and the internet have been considered a way to help students improve language skills such as speaking. Internet, podcasts, videos, and other software are considered the best tools to teach speaking skills as today's generation of students tends to use technology for various purposes. That is where online teaching is very feasible nowadays and should be a major part of online learning. In other hands, homes have become the most commonplace for online learning during the COVID-19 pandemic. As a result, many households have conditions that allow for online learning. A schoolroom or classroom that is overly complex and congested with numerous individuals, according to Glen Earthman (2002), can produce a variety of problems, and as a result, student success can be interrupted. These findings suggest that the online learning environment, which most students find welcoming, is an important factor that can boost academic performance.

From the results of a systematic review, it is concluded that online learning is a media interaction between students and teachers is more communicative and flexible. However, it makes it easier for educators to deliver teaching materials even though it is not done face-to-face as a medium for transferring information and interaction during distance learning and making work more effective and efficient. The results of Latip's research (2020) show that digital media is an important part that can help the online learning process. This media acts as a medium for information transfer and distance learning interactions. Furthermore, media helps teachers as a learning control and evaluation mechanism, improves pedagogical abilities, and eliminates distance-bound learning problems. Furthermore, the results of research conducted by Nugraheny (2020) state that digital media is very useful in online learning.

Negative Impacts of Online Learning

Many things trigger problems in online learning so that they become obstacles in the learning process. Ariani (2021) says that one of the problems is the procedure for students in working on projects or assignments given by the teacher. In online learning, of course, it requires a fairly good internet connection, the Internet is regarded as a source of materials required to meet teaching and learning objectives (Surtikanti, 2020). During COVID-19, students have a high demand for internet access in order to participate in online classes, search for information, complete assignments, and so on. However, some areas with poor internet signal may experience significant difficulties with online learning. Students face internet issues such as limited internet credit, slow internet networks, and incompatible gadgets or devices. In this situation, students benefit greatly from affordable and easily accessible internet connectivity. Rakhmanina (2020) explains in her research that the main issue with this condition is a lack of Internet access. In this situation, learners benefit greatly from affordable and easily accessible internet connectivity.

Network interactions can also present significant challenges for teachers and students. Another thing explained that the inhibiting factors for learning that were most often raised were the limited number of participants, limited session time, and technical

errors during the session (Agarwal, 2020). This occurs because some students are unable to perform the exercises directly in order to improve their speaking skills. Rahmawati (Rahmawati) is a (2021). As a result, the problem in online learning is related to students' lack of commitment to learning because many students are tired and bored following online learning by sitting and paying attention to their smartphones or computers. In addition, Agung (2020) stated in his research that various reasons have been identified, which can be divided into three categories: first, the availability and sustainability of internet connections, second, the accessibility of teaching media, and third, the compatibility of tools to access media.

A lack of knowledge about platforms that support learning will undoubtedly influence the learning process. Students will be bored since they will be forced to learn solely through the usage of the Whatsapp platform (Prawanti, 2020). The teacher only delivers content in the form of videos or commands to read the material in the material books owned by students, similar to how the WhatsApp program has limited functionality. The traditional technique of collecting assignments is still used, in which assignments are written in books, photographed, and then forwarded to a Whatsapp group. This practice wastes the time of the teacher when it comes to correcting student assignments. Prawanti (2020) stated that it is tough to establish a fun learning environment for learners as a teacher. Working on assignments that can be completed totally at home is beneficial. This is different from face-to-face learning in the classroom where two assignments are given, namely tasks given during class learning and assignments given to be used as homework. In addition, when compared to students who take face-to-face speaking sessions, students who use E-learning have lower speaking quality. As a result, their ability to communicate is hampered. For a student can enhance their speaking skills, speakers can be examined and returned promptly if they make a mistake with their pronunciation in a group of two or more individuals.

Technology mediates synchronous and asynchronous human contact in interactive learning; learning occurs from interactions with other students and technology. However, in E-learning, this is more difficult to achieve (Yulia, 2020). Rahmawati (2021) said that the limited communication space between students made it difficult for students to practice speaking skills directly. On the other words, the provision of material that is being less focused on learners can make learners less understanding and less interested in practicing and learning these fluency skills. Mardiah (2020) also explained in the research what the effect of e-learning is on students' speaking skills. He realized that the interactive dialogue between teacher and student was not as effective as in a normal classroom. This is the basis of the fact that e-learning is not the right choice in learning, especially when the fluency of the students is formed. We can conclude that online learning has a negative impact on students and teachers in the learning process, where many teachers do not master electronic media, because in general teachers do face-to-face learning only.

Conclusion

This study aims to identify students' speaking problems in online learning terms of students' speaking, and online learning. For this reason, a systematic library method is used. Twenty journals were selected and synthesized. Furthermore, from the results of the

review, it can be seen that there are student problems. Most of students have difficulties with grammar, vocabulary, and pronunciation. They also experience problems in their psychology in learning to speak. Regarding online learning reviews, online learning is a different approach to learning during the COVID-19 pandemic, including for students and teachers. Despite the fact that it causes some issues for both teachers and students, all parties must be ready to implement it. So online learning has positive and negative impacts. Therefore, this systematic review was conducted on speaking problems in online learning that students face when studying online because the researcher hopes that the results of this study can be used as information and references for related people.

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Katara's Authenticity in *Avatar: The Last Airbender*

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Highlights

Katara's authenticity is shown, not only by her awareness of her internal values, but how it's expressed by her decisions and actions.

ABSTRACT: Authenticity is an important quality every individual should have as it reflects self-understanding and healthy functioning. However, due to the societal norms, such as gender stereotypes, the idea of being authentic has become a challenge. Oftentimes, when it comes to gender stereotypes, women get the short end of the stick—underestimated, ignored, and sexualized. The uprising feminism movement indeed makes a great impact to how women are viewed, but the media is still lacking of authentic representation of a female character who isn't trying to fit into a certain role. *Avatar: The Last Airbender* is able to provide that through Katara character despite it being a children's TV series. Using the theory by Kernis and Goldman, this paper explores the four multicomponent of authenticity—awareness, unbiased processing, behaviour, relational orientation—which are all possessed by Katara; furthermore, proving her authenticity. This paper argues that Katara is able to maintain her authenticity by acting in accordance with her internal values, particularly in terms of equality and justice. In so doing, she manages to fight sexism and empower the oppressed.

Keywords: authenticity, gender stereotypes, female character

Introduction

As a means to create order and structure in social relationships, most people conform to the social norms which govern an individual's behavior and beliefs based on several factors, including gender; consequently, men and women are compelled to certain stereotypes. For example, Javanese women are expected to be soft-spoken and well-mannered, and while men are often excused for loud behaviour, they are not supposed to cry and be vulnerable. This existing gender stereotype is one of many reasons we cannot be our authentic selves. By authentic, the writer

means a state where we become our true and genuine self; our individual existence, not as what we may present it to others according to their standards, not as any role we may play, but as it 'really is' (Handler, 1986). Someone is authentic when their external expression is matched with their internal values and beliefs (Lehman et al., 2018). However, as mentioned above, being authentic has become a challenge due to gender stereotypes.

We can see gender stereotypes being represented in many media, including in a film. As one of the most influential elements in our modern life, film has enough power to affect a lot of people's perspectives and the way they behave in real life, especially children. They tend to treat fictional characters as role models and adopt a film's concepts that might negatively affect their behaviour (Eagles & Demare, 1999; Ramadhan, 2019). For example, as the biggest children's film production house, Disney has affected a lot of female adolescents to believe that appearance is the most important quality a girl has. Their early princess films make the children obsessed with looking conventionally attractive rather than focusing on their other personal qualities (Earles et al., 2002). While men are typically portrayed as powerful, daring, adventurous, and self-sufficient, women are portrayed as helpless, dependent, emotional, and the eye candy of a story.

These gender stereotypes can lead to negative impacts such as sexism, which is discrimination based on gender and sex, especially against women. Sexism itself can take form in prejudices, demeaning and derogatory comments and behaviour, and sexual objectification (Swim et al., 1998). Gender stereotypes are so actively performed for a long time as a weapon to oppress and discriminate against women that they have been deeply embedded in women themselves. The constant restriction of full self-expression and self-actualization forced women to adhere to a twisted and limited version of themselves (Fenwick, 1998). Fenwick further explains that women are often caught up in values and motives that alienated them from being their authentic selves. Most times, to avoid being rejected and humiliated in some way due to defying the expectations, women have to change the way they talk or act according to what has expected, despite it being against their nature. This highlights the demand for female representations who rebel against the stereotypes in media, literature, or film, especially with children as the target audience, to educate them on the importance of authenticity.

Such efforts and attempts to bring awareness and criticize the stereotypes were made with the rising of feminist movements. We can see more women in film, particularly in animated tv series, as the lead character who actively defies the gender stereotypes of women being weak or dependent such as *Totally Spies!* (2001), *The Proud Family* (2001), and *Kim Possible* (2002). One of the films that is able to deliver this message is the Nickelodeon animated series, *Avatar: The Last Airbender* (ATLA).

Released in 2005, *Avatar: The Last Airbender* series became a breakthrough despite being a kids' show as it does not shy away from sensitive issues. The complex story makes *ATLA* still relevant and rings true even for adults. It raises the themes of genocide, imperialism, philosophical questions regarding destiny and free will, and most importantly, the theme of authenticity

portrayed by a female character that this study will focus on. Unlike other films, the female characters in *ATLA* is shown to be as important, powerful, and independent as their male peers.

ATLA is set in a world where selected people can manipulate (or known as a practice called “bending”) one of the main elements—air, fire, water, earth. The world falls into chaos after Fire Lord Sozin launched a world war to expand the empire of Fire Nation. The main character is a 12-years-old airbender, Aang—the only person who can bend all four elements acts as the mediator between humans and spirits and is responsible for maintaining the balance of the nations—a figure called “Avatar”. In order to defeat the Fire Lord, Aang travelled with his friends (which will be referred to as Team Avatar), including Katara, to master the other elements.

The writer chose Katara as the main focus of the study because of her significant role in the series as an authentic woman representation. Throughout the whole series, she is faced with many challenging situations, from sexism to conflicts caused by the Fire Nation’s tyranny. However, Katara never backs up. She always voices her opinion loudly and repeatedly breaks the stereotypes. She also bravely stands up for others in need. However, despite her strong values, Katara’s character shows that defying the gender stereotypes does not mean she is not able to do anything typically associated with a woman’s nature. Katara follows her intuition to be caring, nurturing, warm, and loyal. She is the mom of the group and is still the typical teenage girl who seeks romance, but she is also fierce and bravely fights anyone who oppresses others. Her strong principle of not following anyone’s expectations and staying true to her inner values proves her authenticity. Thus, the writer is intrigued to analyze further how Katara portrays authenticity in the series of *Avatar: The Last Airbender* and what external factors make Katara’s authenticity feels so important in the story.

A previous study that analyzed the gender aspects of *ATLA* states that both the female and male characters show incredibly diversified results that aren’t confined to the standard gender stereotypes, demonstrating that *ATLA* offers a wide range of representation, especially females, in favour of third-wave feminist theory and debunks the gender binary (Jackson, 2013). This is supported by other studies on Katara’s characteristics. Katara is said to be a nuanced, well-balanced, and multidimensional character who exhibits feminine attributes without being stereotypically feminine, as well as masculine qualities. She also believes in feminist values, which she reflected through her efforts to break gender stereotypes and make equal treatment, equal opportunity, and equal rights (Marlasari, 2021; Poizner, 2019). Aside from that, *ATLA* has become a subject of several other studies that cover its themes of racial, cultural, and political issues (Bhattaru, 2021; Lopez-Zafra and Garcia-Retamero 2012; Visnawath 2014).

In 2014, a study on authenticity in literary work was conducted, namely “*Authentic Female Characters in the Novels of Shashi Deshpande*”. The study shows that as an Indian English novelist, Shashi Deshpande portrays women characters who rebel against the social expectations in their male-dominated society to seek self-identity and independence—even within marriage. However, the character’s virtues are not glorified, which is ultimately what makes Deshpande’s female characters authentic. The study further states this is due to Shashi Deshpande’s belief in

showing the reality as it is and not as it should be (Sharma, 2014). A chapter entitled “*Authentic Existence and the Characters of Katherine Mansfield*” in a book called “*Katherine Mansfield and Literary Modernism*” also studies how authenticity is represented in literature. While it’s not directly related to gender stereotypes, the study shows how Katherine Mansfield’s personal life experiences and her desire to find self-truth and authenticity on existence itself, are reflected through her characters who have to deal with roles, which the society has imposed on them. (Kubasiewicz, 2011).

The writer has noticed the lack of studies on character authenticity in *Avatar: The Last Airbender* and studies that relate female characters who defy gender stereotypes with authenticity values. Therefore, this study is intended to provide a new perspective to analyze the particular work and contribute to future research on related discussions. Using the theory suggested by Kernis and Goldman in their research entitled “*A Multicomponent Conceptualization of Authenticity: Theory and Research*” (2006), this study will elaborate on Katara’s authenticity into four interrelated components. The writer argues that Katara is able to maintain her authenticity by acting in accordance with her internal values, particularly in terms of equality and justice. In so doing, she manages to fight sexism and empower the oppressed.

Method

This study on film elements falls under the approach of feminist criticism, since it concerns with the significance of a female character and how it criticizes the notion of a woman’s role. In this research, the data is taken from selected episodes of the animated television series, *Avatar: The Last Airbender* (ATLA). ATLA first aired on February 21, 2005. The series was created by Michael Dante DiMartino and Bryan Konietzko, and produced by Nickelodeon Animation. It runs for three seasons and concluded its journey in 2008. The data is collected through a close-viewing of the complete series of *Avatar: The Last Airbender*. The transcript of important scenes that contain relevant information to the discussion, such as dialogues and monologues, are identified and collected. The spoken data is interpreted and classified using Kernis and Goldman’s authenticity theory (2006) into four separate categories; *awareness, unbiased processing, behaviour, and relational orientation*.

Analysis

Katara’s Authenticity

Katara was born in the Southern Water Tribe and is the only waterbender there. During her childhood, she witnessed how her mother died during a Fire Nation raid and was left by her father, who joined the battle against Fire Nation in the war. Growing up, she naturally filled the mother role and took care of many things around their camp because of the sense of responsibility she felt, even to her older brother, Sokka.

She quickly became independent and strong-willed—or even stubborn at times. Her traumatizing experience and the loneliness she often felt helped her develop a strong sense of

justice and compassion for others. Because of Katara, Aang and his bison who had been frozen inside an iceberg for one hundred years get discovered. She became Aang's waterbender instructor during their travel and improved her own ability during the process, eventually becoming the strongest waterbender despite being only 14-years-old.

Avatar: The Last Airbender provides multidimensional, authentic female characters by showcasing brave characters with strong values which aren't free of flaws. Because of her role as the female lead character, Katara gets the most screen time and becomes the most prominent female character. Using the theory of authenticity's multicomponent by Kernis and Goldman, this chapter will break down Katara's authenticity by analyzing her actions and behaviour in the selected episodes of *ATLA* into four different components; *awareness, unbiased processing, behaviour, and relational orientation*. It is worth mentioning that although they are different, these components are interrelated. Katara's particular action or statement that reflects her authenticity might involve overlapping components.

Awareness

Awareness refers to knowing and accepting one's characteristics, tendencies, and internal values. It entails being motivated to learn about one's power and shortcomings, desires and ambitions, dispositional traits, and emotional states among other things (Kernis & Goldman, 2006). People who operate with greater authenticity become more aware of their multiple self-aspects and attempt to integrate them into a unified self-structure.

Katara's awareness is often shown by her decision to stand up for herself. She knows her worth and has strong beliefs. Katara doesn't let anyone talk down to her and underestimate her. From the first episode, the audience can already watch her inner value in the first four minutes into the first episode entitled "The Boy in the Iceberg". In that scene, only two characters are involved, Katara herself and her brother Sokka. They are sailing across the south pole sea to catch some fish. However, after a few failed attempts, their boat crashes into one of the icebergs and accidentally gets trapped in an area full of icebergs.

Sokka, in charge of steering, is having trouble directing the boat despite Katara's clear instruction. The boat eventually gets destroyed by the icebergs and the siblings end up being trapped on top of an iceberg. After the incident, they get into an argument. Sokka is somehow blaming Katara even though she has done nothing wrong.

SOKKA: "I knew I should have left you home. Leave it to a girl to screw things up."

KATARA: "You are the most sexist, immature, nutbrained— Ah! I'm embarrassed to be related to you! Ever since Mom died, I've been doing all the work around camp, while you've been off playing soldier." ("The Boy in the Iceberg," 3:37)

This early dialogue explains how Katara is against gender stereotypes. Earlier in the scene, Katara is shown to be able to catch a fish. Nevertheless, her success is completely disregarded, and instead,

Sokka blames her when he fails to catch anything. Sokka's complete ignorance has already irritated her since the beginning, so when he commented how a girl can only screw things up, she becomes furious. She can not easily let the comment slide since she's the one who has been taking responsibility around the camp after their mom died. She calls out Sokka's biased view and calls him a sexist. Katara is aware that a girl is so much more than what her brother makes it seem to be.

Katara is also aware of her limitations and weakness. However, her awareness does not signify instant acceptance. At one point in their travel, Katara offers to teach Aang a few waterbending tricks since they're still miles away from the North Pole, where Aang can meet a waterbender master. Being the Avatar, Aang is naturally more gifted and catches up to Katara quickly. He's even able to do one of the tricks that Katara is still struggling with in a single try. Her awareness of her weakness translates to frustration and annoyance, and when Aang tries to help her learn a trick from a waterbending scroll and gives her a piece of advice, she snaps at him.

AANG: "You've just gotta shift your weight through the stances. There. See? The key to bending is—"

KATARA: "Will you please shut your air hole! Believe it or not, your infinite wisdom gets a little old sometimes!—" ("The Waterbending Scroll," 12:53)

After being called out by Sokka, Katara immediately apologizes to Aang. She tells him that she no longer needs the waterbending scroll. However, still having the desire and ambition to master the trick, she decides to take the waterbending scroll and practice in the middle of the night when everyone is asleep. As the story goes by, the Team Avatar has to fight a group of pirates whom Katara stole a waterbending scroll from, and the Fire Nation soldiers, along with Zuko who has been trying to catch the Avatar. While fighting one of the pirates, she tries to do the waterbending trick once again and succeeds. Katara's awareness of her limits once again shows, now in a more positive note, by acknowledging Aang's help.

AANG: "Hey! You did the water whip."

KATARA: "I couldn't have done it without your help." ("The Waterbending Scroll," 20:13)

Another major example of Katara's awareness is shown in an episode entitled "The Southern Raiders," where she finally faces the man who killed her mother. Throughout the series, it can be seen that Katara's hurt and resentment towards the Fire Nation stems from her childhood trauma of having her mother murdered during a Fire Nation raid. So when Zuko tells her that he knows who killed Katara's mother and will help her find him, Katara doesn't need a second thought to do it. On the other hand, Aang realizes that finding the person responsible isn't about getting closure

but getting revenge. He tries to tell Katara that revenge will only poison herself and that forgiveness is the correct way to do it, but Katara still insists that she needs to do it.

Katara and Zuko eventually manage to find the responsible man named Yon Rha and decide to finally confront him after spying on his daily life for a while. Katara yells at Yon Rha, who does not remember her at first. She reveals that her mother was only protecting Katara by pretending to be the last waterbender in that tribe. Filled with rage, Katara uses her great skill to make the rain around them stop and turn them into ice spears. But right before it pierces and kills Yon Rha, she stops the spears in mid-air.

KATARA: "I always wondered what kind of person could do such a thing. But now that I see you, I think I understand. There's just nothing inside you, nothing at all. You're pathetic and sad and empty."

YON RHA: "Please, spare me."

KATARA: "But as much as I hate you.. I just can not do it." ("The Southern Raiders," 21:39)

Her true awareness is shown when she's back with the whole Team Avatar and talks with Aang, who has been told what had happened.

AANG: "Zuko told me what you did. Or what you didn't do I guess. I'm proud of you."

KATARA: "I wanted to do it. I wanted to take out all my anger at him, but I couldn't. I don't know if it's because I'm too weak to do it, or if it's because I'm strong enough not to."

AANG: "You did the right thing. Forgiveness is the first step you have to take to begin healing."

KATARA: "But I didn't forgive him. I'll never forgive him..." ("The Southern Raiders," 22:32)

Awareness is the first sign of authenticity as it reflects one's acceptance of multiple self-aspects. People are bound to be multifaceted, and contradictions within ourselves might happen (Kernis & Goldman, 2006, p. 295), like what Katara is experiencing. Having a balance between internal and external awareness, means knowing one's self and wants while still valuing other's opinions (Eurich, 2018). While Katara had a hard time accepting opposing opinions at first, she eventually accepts the reality that killing Yon Rha isn't a wise decision. Despite not killing him, she still understands herself so well that she knows she will never be able to forgive him.

Unbiased processing

The second component of authenticity is unbiased processing which entails not denying, manipulating, or inflating externally derived evaluative data (Kernis & Goldman, 2006). This

component demands the objectivity of one's positive and negative self aspects, characteristics, and information. Kernis and Goldman argue that people's natural dispositions are open and non-defensive regarding self-relevant data. Unbiased processing could lead to an accurate sense of self (Kernis & Goldman, 2006, p. 297).

Katara is not a perfect character. From time to time, she's shown to make mistakes due to her emotional and clouded judgment. However, she always eventually apologizes and admits that what she did is wrong. On the episode entitled "The Painted Lady", Katara and her friends arrived in a struggling fishing village. Despite the name, the river of the village is heavily polluted because of the fire nation's factory. In effect, a lot of people are sick and starving. The village's economy is also negatively impacted. Wishing to help them, Katara disguises herself as the local myth of river spirit, the Painted Lady. She secretly aids the people late night and makes Appa, a flying bison which has been their main transportation, look sick so the Team Avatar can stay another night at the village despite their tight schedule. But Aang eventually catches Katara in action, which followed by her immediate apology.

AANG: "So you've been sneaking out at night? Wait, is Appa even sick?"

KATARA: "He might be sick of the purple berries I've been feeding him, But other than that he's fine."

AANG: "I can not believe you lied to everyone so you could help these people."

KATARA: "I'm sorry. I know I shouldn't have."

AANG: "No, I think it's great. You're like a secret hero." ("The Painted Lady," 12:50)

Then, she proceeds with asking Aang to help her destroy the Fire Nation factory. However, this action has consequences. Not only did she delay the Team Avatar's schedule, but her decision to destroy the factory also backfires to the people of the village. The fire nation's army starts destroying the village's homes since they believe it's the villagers' fault. Her unbiased processing is shown by how Katara handles these consequences.

When confronted by her friends, she admits that she should not have done that despite her strong desire to help. Being fully aware that what happens to the village is her responsibility, she decided to go back to protect the village and fight the fire nation's army with the Team Avatar's support. However, when the villagers discover that Katara is actually a waterbender, they get angry at Katara for claiming their local myth. Katara once again apologizes straight away and reveals that she genuinely only wanted to help and proceed to motivate the villagers

KATARA: "...I shouldn't have acted like someone I wasn't and I shouldn't have tricked you. But I felt like I had to do something..." ("The Painted Lady," 21:24)

Not only with how she acts, Katara's unbiased processing is also shown with how she evaluates her way of talking. In the episode entitled "The Chase," the Team Avatar starts travelling with a

new member called Toph. Although she's blind, she is a great earthbender who will be Aang's teacher.

The problem starts when Toph refuses to help the team prepare and set up their camp. Katara tries to explain that everyone must contribute to helping around, to which Toph responds by saying that she carries her own weight and doesn't need help with anything. Hence, why should she help others? This offends Katara, who believes that being in the team means working together. Because of this, they begin to make snarky comments to each other and get on each other's nerves. For example, the dialogue below.

KATARA: "That's not the point. Ever since you joined us, you've been nothing but selfish and unhelpful."

TOPH: "What? Look here, sugar queen. I gave up everything I had so that I could teach Aang earthbending. So don't you talk to me about being selfish."

KATARA: "Sugar queen!?" ("The Chase," 4:47)

Besides that, the whole team hasn't been able to get enough sleep because of a strange vehicle that is constantly chasing them. Due to exhaustion, they aren't able to think clearly. The situation escalates quickly when they begin blaming each other for not being able to rest. Katara starts the argument by blaming Toph for not helping out earlier. Toph then blames Appa, who sheds, for leaving a trail everywhere they go. Aang, who is very defensive when it comes to Appa, shifts the blame again to Toph by saying, *"He never had a problem flying when it was just the three of us"* ("The Chase", 11:39). Aang's last remark leaves Toph speechless that she decided to leave the team.

Katara's unbiased processing is shown a moment later when she agrees to Aang that both of them are wrong for the way they treat Toph.

AANG: "What did I just do? I can not believe I yelled at my earthbending teacher. Now she's gone."

KATARA: "I know. We're all just trying to get used to each other. And I was so mean to her."

SOKKA: "Yeah, you two were pretty much jerks."

KATARA: "Thanks, Sokka."

SOKKA: "No problem."

KATARA: "We need to find Toph and apologize." ("The Chase", 12:01)

Even though Katara knows that telling Toph how everyone should help around is not wrong, she understands that she does not need to be mean about it. She evaluates how she talks and realizes that her way of communicating could've been better, especially to Toph who just starts traveling with them.

Behaviour

The third component of authenticity, behaviour, is portrayed by how Katara doesn't hesitate to do something, especially when it comes to standing up for both her own beliefs and the sake of others. This choice of action is taken by Katara due to her self-awareness, that reflects in her sensitivity of her surroundings which might not incline with her values.

Essentially, this component displays the behavioural output of the previous two components, awareness and unbiased processing (Kernis & Goldman, 2006, p. 298). Katara has never been the type of 'all talk, no action' character. When she knows something is not right, she will either speak up or take action to prove her point no matter whom she faces. Her bravery is shown in an episode entitled "The Waterbending Master."

In this episode, the Avatar Team finally arrives at the North Pole where a waterbending master resides. Eventhough the search of a waterbending master is mainly for Aang so he can achieve his full potential as the Avatar and defeat the Fire Lord, Katara also has been hoping to be taught by a master for a very long time. She wants to get stronger and better at waterbending for fighting purposes, so she was excited when Aang brought her to Master Pakku. But that hope is quickly trampled when the waterbending master refuses to teach her since it's a rule in Northern Tribe that women waterbenders are only allowed to use their bending to heal instead of to fight.

MASTER PAKKU: "I'm sorry. I think there's been a misunderstanding. You didn't tell me your friend was a girl. In our tribe, it is forbidden for women to learn waterbending."

KATARA: "What do you mean you won't teach me?! I didn't travel across the entire world so you could tell me no!"

MASTER PAKKU: "No."

KATARA: "But there must be other female waterbenders in your tribe."

MASTER PAKKU: "Here, the women learn from Yagoda to use their waterbending to heal. I'm sure she would be happy to take you as her student despite your bad attitude."

KATARA: "I don't want to heal. I want to fight!"

MASTER PAKKU: "I can see that. But our tribe has customs, rules."

KATARA: "Well, your rules stink!" ("The Waterbending Master", 8:40)

This upsets both Katara and Aang, but they decide to continue Aang's lessons because of how important this is for him. A few days later, Katara comes up with an idea to satisfy everyone's needs. She tells Aang that at night he can teach her whatever moves he learns from Master Pakku. That way, Aang gets someone he can practice with, and Katara gets to learn waterbending. However, this idea becomes a boomerang when Master Pakku catches them in action. Because Master Pakku feels that they have disrespected him, his teachings, and his culture, he no longer wants to take Aang as a student anymore.

Feeling responsible, Katara comes to the chief of the Northern Tribe to persuade Master Pakku so he would teach Aang again. The chief then tells Katara to admit she was wrong. At first, she is going to apologize for Aang's sake. But after Master Pakku says something in a demeaning tone, Katara retracts her intention and challenges him to a duel instead.

CHIEF: "I suspect he might change his mind if you swallow your pride and apologize to him."

KATARA: "Fine."

MASTER PAKKU: "I'm waiting, little girl."

KATARA: "No! No way am I apologizing to a sour old man like you! I'll be outside if you're man enough to fight me." ("The Waterbending Master", 16:23)

Instead of apologizing and acting "untruthful" to please others or escape sanctions, Katara takes offense and insists to defend her belief by challenging the person who is against it, which ultimately shows her authenticity (Kernis & Goldman, 2006, p. 298).

It is worth to mention that the waterbending master is an elder who probably has decades of experience, while Katara is still a 14-years-old girl. Even Katara herself is aware that her chances of winning is slim, but she still insists on fighting him because, "*Someone needs to slap some sense into that guy*" ("The Waterbending Master", 17:48). She proceeds to provoke Master Pakku first when he doesn't seem to answer her challenge.

Katara is so adamant to fight him because she opposes enforced gender role prejudice and stereotyping. Master Pakku is a sexist because of his mindset and commentaries that men have greater ability in gender-stereotypic domains (Swim et al., 1998), which in this case is fighting. However, Katara truly believes that women waterbenders have the right to choose how to use their bending ability to fight included. She doesn't back down even though there's a great chance she will lose in order to prove her point, which she did by the end of the episode.

Not only she's against biased gender roles, Katara also strongly opposes oppression and discrimination. Katara's values of equality and empowerment are shown in the episode entitled "imprisoned." While searching for food, the Avatar Team found an Earth Kingdom mining town where earthbending is forbidden by the Fire Nation troops which have occupied that area. They met an earthbender called Haru, and because of Katara's encouragement, he uses his earth-bending ability to help an old man for whom he is consequently imprisoned. Hearing about this, Katara devises a plan to get into the prison and free him. Getting herself arrested itself is already a kind of action that takes much courage. After meeting the other imprisoned earthbenders, she gives a motivational speech to ignite a spirit of rebellion and inspire the other prisoners to fight back, but they ignore her.

KATARA: "...Some of you may think that the Fire Nation has made you powerless. Yes. They have taken away your ability to bend. But they can not take away your courage. And

it is your courage they should truly fear... The time to fight back is now!...
(“Imprisoned,” 14:37)

Katara’s action of speaking up and motivating others to rebel is both brave and risky. Despite being in a disadvantaged position where she’s at risk of putting everyone and even herself in danger, she stays true with her belief of the right to be free. The unsupportive reaction from the other prisoners could have easily turn off her spirit, but she insists and even refuses to go with Aang and Sokka who came to rescue her, until everyone can be free.

AANG: “Katara, what’s wrong?”

KATARA: “I’m not leaving. I’m not giving up on this people.”

SOKKA: “What do you mean you’re not leaving?”

KATARA: “We can not abandon these people. There has to be a way to help them.”
(“Imprisoned,” 16:17)

In this episode, Katara can be easily seen as someone who’s stubborn. From the prison warden, Haru’s Father, to Sokka has tried to tell her that what she did is useless and crazy. Nevertheless, Katara decides to stand firm in what she believes. She could have taken the easy way out, which is only rescuing Haru. But after seeing the harm the Fire Nation has caused to an entire Earth Village, she becomes determined to set the earthbenders free. Her strong beliefs and values translate well to her action and behaviour, which signifies authenticity. She doesn’t care how others see her and what kind of consequences awaits as long as she believes that what she did is the right thing.

Relational orientation

The last component is relational authenticity which entails appreciating and pursuing openness, genuineness, and honesty in personal relationships (Kernis & Goldman, 2006). While Katara has experienced interpersonal conflicts with the people around her, she always tries to maintain genuine and sincere relationships by being honest. Fundamentally, relational authenticity conveys the sincere attitudes toward the other people in one’s relationship. Furthermore, it entails recognizing the necessity of allowing close friends and family members to see the “true” you and relating to them in ways that allow them to do so (Kernis & Goldman, 2006, p. 300).

Katara’s deepest trauma and hurt is the loss of her mother. Throughout the series, she tells her loss to relate to other people and shows that she trusts them by being vulnerable. This action becomes more impactful during her short conversation with Zuko in the “The Crossroads of Destiny” episode. From the very first episode, Zuko is painted as the antagonist. His only goal was to capture the Avatar so that he could regain his honour and acknowledgment back from his Father, who is the Fire Lord himself. Every time he encounters the team Avatar, a battle always happens.

So it's very understandable for Katara to immediately get angry at Zuko when they accidentally meet in an Earth kingdom's prison.

She yells at Zuko and reveals how much pain Zuko's action has caused, especially because he is the son of the Fire Lord, the nation that had taken away Katara's mother. She is filled with anger, but when Zuko apologizes and calmly replies that he had also lost his mother, Katara calms down.

ZUKKO: "You don't know what you're talking about."

KATARA: "I don't? How dare you?... The Fire Nation took my mother away from me."

ZUKKO: "I'm sorry. That's something we have in common." ("The Crossroads of Destiny," 8:30)

KATARA: "I'm sorry I yelled at you before...It's just that for so long now, whenever I would imagine the face of the enemy, it was your face." ("The Crossroads of Destiny," 13:11)

Despite their many battles, Katara can sense Zuko's change of heart, so she genuinely sympathizes with Zuko and apologizes for yelling earlier. She even offers to heal his scar, which he considers a curse, with a very rare water from the North Pole. Proving her sincerity towards the new relationship dynamics between them.

Apart from being vulnerable, Katara also shows her relational authenticity by how honest she is about how she feels. She wants a genuine connection with others, which is why she always lets other people know if they have hurt or disappointed her. We can see this in an episode entitled "The Awakening," where she finally reunites with her Father, Hakoda.

This episode takes place after Aang almost died from a critical hit but was saved by Katara. At this point, they're on a stolen Fire Nation ship with the other water tribe men, including Hakoda. This is the first time Katara meets her Father after he left to fight in the war a long time ago, but she's strangely distant and resentful towards him. Back to Aang, he's been passed out for several weeks, and the world thinks he's dead. Even though Sokka thinks this secret can be a great weapon, Aang is very upset. He feels that he has failed and needs to redeem himself. So one night, he decided to sneak out from the ship to face the Fire Lord alone.

When this happens, Katara rushes to Hakoda and angrily rants about Aang's stupidity in believing that he has to bear the responsibilities alone without thinking twice about the people he left behind. However, this is a projection of Katara's hurt towards Hakoda, and he catches that.

KATARA: "Aang. He just took his glider and disappeared. He has this ridiculous notion that he has to save the world alone, that it's all his responsibility."

HAKODA: "Maybe that's his way of being brave."

KATARA: "It's not brave. It's selfish and stupid. We could be helping him, and I know the world needs him, but doesn't he know how much that we need him too? How could he just leave us behind?"

HAKODA: "You're talking about me too, aren't you?" ("The Awakening", 16:32)

After being asked that, Katara quickly burst into tears and let all her buried resentment out. Being vulnerable isn't easy, but she wants her Father knows how his decision has affected her deeply hurt.

KATARA: "How could you leave us, Dad? I mean, I know we had Gran Gran, and she loved us, but... but we were just so lost without you."

HAKODA: "I'm so sorry, Katara"

KATARA: "I understand why you left. I really do, and I know you had to go. So why do I still feel this way? I was so sad, and angry, and hurt." ("The Awakening", 17:00)

Instead of continuing to resent her Father in silence and sending him mixed signals, she opens up. Even though she does not quite understand why she feels that way, Katara decides to tell her Father anyway since she truly seeks a genuine relationship with him. She is aware that if she wants to reconcile and get the father-daughter connection back, she has to confront him and her own feelings.

Conclusion

Katara is an authentic character because she possesses all four components of authenticity, as suggested by Kernis and Goldman. She portrays the awareness and behaviour components by fighting the sexism and biased gender roles as depicted by her own brother and waterbending master. She hates unfair treatment, not only the one she experienced first-hand, but also the unfair treatment others experience, such as oppression and discrimination resulting from the Fire Nation's colonialism. She will speak up and take action, even if it puts her in a vulnerable position.

On the other hand, Katara is also a multifaceted and multidimensional character who is not perfect. With that being said, her authenticity is shown by her always willing to reflect her behaviour and admit her mistakes, reflecting the unbiased processing component. She's also very honest about how she feels in any relationship, reflecting her relational authenticity. She seeks genuine connection and is easy to forgive.

Even though *ATLA* is a children's tv series, it commits to portraying authentic characters with elaborated plots and issues. Depiction of authenticity in children's tv series is very important since the audience might make the characters into role models. Katara teaches the young girls to be authentic. Even though Katara is a great fighter and very vocal about any issues in *ATLA*, she still has feminine values and is mother-like. This portrayal wants to show that in order to be

authentic, women don't have to abandon one of the gender-associated virtues. This is what it means to be multifaceted; women should embrace every part of themselves like Katara did.

This study analyses Katara's authenticity through her own perspective and experiences. With that being said, this study doesn't delve deep into the external factors that might determine the importance of Katara's authenticity in ATLA's setting, such as imperialism and colonialism. Therefore, the writer would like to suggest future researchers to explore the topic of authenticity by putting ATLA's cultural and political setting as main considerations. Comparison between the characters in ATLA can also help further researchers to reveal the different manifestations of authenticity, and distinguish which characters are inauthentic. Lastly, to support the premise that ATLA has great impact on children as its target audience, interviews and surveys on ATLA's audience can be conducted to collect definitive data.

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The Multiple Violation of Maxim in *Doctor Strange in The Multiverse Film*

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Highlights

The speakers do the multiple violation of maxim found at the utterances in *Doctor Strange in The Multiverse* film intentionally or unintentionally for certain purpose.

ABSTRACT: This study aims to describe the multiple violations of maxims based on the cooperative principle at the utterances in *Doctor Strange in the Multiverse of Madness* film and the intended meanings in it. This type of study is a qualitative descriptive research. The data consisted of twenty utterances in the film that reflected the violation of maxims based on the cooperative principle. Data collection was carried out by observation which consisted of several stages, namely identifying and marking the violation of maxims in the speech in the film, grouping each data based on the type of violation of the maxims, then coding the data. Data analysis was carried out by describing the context in each utterance and then analyzing it using Cutting's maxim violation theory. The result shows that the speakers violating four multiple maxims (quantity, quality, relation, and manner) totally 11 data or 55%, three maxims ((quantity, relation, manner), (quantity, quality, manner), (quantity, quality, relation)) totally 7 data or 35%, two maxims (quantity and quality) totally 1 data or 5 %, and one maxim (quality) totally 1 data or 5%. The highest percentage reflects the frequent conflicts that occur between the characters in form of their utterance and the speakers try to protect themselves. The meaning of violation by the speaker is intended to avoid the conflict, to intimidate someone, and to create a lie.

Keywords: Multiple Violation, Maxim, Film, Utterance, Meaning

Introduction

People use many ways to make a good conversation by building interactions with the other person. Various ways are used to define the type and characteristics of a speech. Simatupang & Fathonah (2020) emphasized that a good conversation can be achieved when the message from the speaker can be understood by the listener. This means that the speaker is required to present his intention clearly and does not contain ambiguity of meaning so that the listener will also understand what is meant. In line with this assumption, Davis (1999) explained that the meaning of various types of utterances gives rise to several interpretations. It can be assumed that the speaker's utterance has an implicit and explicit meaning.

Furthermore, people often find misunderstanding when they cannot grasp the overall meaning of the interlocutor. Griffiths (2006) explained that people sometimes say exactly what they mean, but in general, it's not totally explicit. This means that implicit meaning becomes a problem for listeners when they understand the meaning and absorb the intended meaning of

an utterance. Grice in Yule (2005) suggests four maxims of the principle of cooperation, namely quality, quantity, relation and manner to form a good utterance. Each maxim has a difference in meaning and function. Each type aims to make the listener understand easily the meaning of what the speaker is saying by explaining it in detail. In line with that, Traxler in Agusmita & Marlina (2018) explained that Grice's theory of utterance maxims can be used as a guide for people to interact with other people. However, some of the maxims are violated by the speakers and they do it many times. Whereas, the term of maxim in this utterance refers to the implications intended by the speaker. This happens for several reasons indicated by various expressions and utterances to make their meanings different. In this case, when the speaker is involved in the conversation, the listener will try to answer it with an unwanted response. However, the listener is very aware against the ambiguous answer.

People usually will not be able to consistently follow the principle of cooperation in their conversations. Grice (1975) in Pradani & Sembodo (2021) emphasized that there are five ways to fail in the cooperative principle, namely flouting maxims, violating maxims, infringing maxims, opting maxims and suspending maxims. Violation of maxims is a form of disobedience to maxims. Yule (2005) explained that the violation of maxims occurs because the speaker does not obey the rules of maxims at the level he says. This refers to the listener looking for different meanings from the speaker's utterance. Furthermore, Cutting (2008) explained that the violation of maxim of quantity occurs when the speaker does not provide sufficient information to the listener because he does not want the listener to know the context of the information as a whole, the violation of maxim of quality occurs when the speaker tells lies or untruths or just predicts, violates the maxim of relationship occurs when the speaker changes the topic of conversation, and the violation of maxim of manner occurs when the speaker stops his speech. However, if the speaker does not obey the maxim then he is indicated to be uncooperative in a conversation (Tupan & Natalia, 2008). In addition, the violation of maxims occurs when the speaker knows that the listener will know the truth and will only understand the surface meaning of the words (Putri & Apsari, 2020).

Film is a medium of entertainment for most people in this decade to spend their spare time. Sometimes, there are several things that explain the strangeness and ambiguity of a conversation in the film that causes the audience to fail to understand as happened in *Doctor Strange in the Multiverse*. This clearly reflects the violation of the maxims in the principle of cooperation. The utterances spoken by the speakers can be considered as an unwanted response by the interlocutor. Of course, this phenomenon becomes very important to find the meaning intended by the speaker why they violate the maxim. In addition, several conditions also occur to the characters in the film that cause them to do so. Cutting (2008) explained that the violation of maxims occurs due to various conditions such as good or bad psychological conditions, drunkenness, anger, nervous conditions, and chaotic situations either intentionally or unintentionally. The context of this film stories many conflicts that occur between the characters in form of their utterances in high tension and the speakers usually try to protect themselves through violation of maxims. Therefore, some of the utterances in this film can be categorized as violation of maxims and deserve to be studied more deeply as a unique language phenomenon.

Several previous studies also have presented the result of the violated maxim in various objects. Retnosari, et al. (2020) showed in their study that the maxim of relation was most violated by the Indonesian children with mental retardation because they were not interested to certain topic so they often changed the topic of speech. Actually, the children also violated quality, quantity, and manner maxims, but these maxims were not dominant. Then, Raharja & Rosyidha (2019) in their research found that there were four violations of maxims from 29 conversations by Dodit Mulyanto in Stand Up Comedy Indonesia season 4 on Kompas TV and the most dominant was maxim of relation because the actor spoke too digress resulting in unwanted messages with topic and also suddenly changed, but the purpose was just for humour. Meanwhile, Yolanda (2020) showed that the speaker of *The Prince and The Pauper* film had violated four Grice's maxims in certain dialogue. They violated quantity, value, relevance, and manner maxim respectively in purpose to help colleagues, save face, be nice, avoid deep discussions, and show interest. Based on the prior study above, it can be assumed that the speakers of the language cannot consistently obey the principle of cooperation so that the violation of maxims occurs either intentionally or unintentionally. In this current study, the researcher tries to offer the application of multiple violated maxims used in an utterance which it is different against the prior studies. Moreover, this study also investigates the context of each utterance reflecting violation of maxims and the intended meaning of its violation.

Based on the description in this background, the researchers are interested in determining the focus of the research, which is to explain the multiple violation of maxims and the intended meanings in the utterances in *Doctor Strange in the Multiverse* film.

Method

This study was a qualitative descriptive study. Qualitative descriptive research is designed to collect various current informations related to the phenomenon in question (Mertens, 2009). The object of this research was the violation of maxims found in the utterances in *Doctor Strange in the Multiverse of Madness* because the conflicts often occurred between the characters in form of their utterances in high tension. Besides, it was very popular for the Marvel hero film lovers. The data source was the film *Doctor Strange in the Multiverse of Madness*, while the data for this research were twenty utterances that reflected the violation of maxims uttered by the characters in the film. Data collection was carried out by observation which consisted of several stages, namely identifying and marking the violation of maxims in the speech in the film, grouping each data based on the type of violation of the maxims, then coding the data. The trustworthiness was applied by member checking with involving three informants who had strong ability in understanding the whole story of the film and a pragmatic lecturer from Muhammadiyah University of Surakarta. Data analysis was carried out by describing the context in each utterance and then analyzing it using Cutting's maxim violation theory.

Findings and Discussion

Findings

The findings of the study showed that there are four multiple violation of maxims found in the utterances in *Doctor Strange in the Multiple of Madness* film. The intended meaning was to avoid conflict, to intimidate the interlocutor, to make a lie, and to suppress someone's emotions.

The researcher presented the description of each data analysis as following:

a. Violation of Four Maxims (Quantity, Quality, Relation, and Manner Maxims)

Data 1 (00:04:52 - 00:04:56)

Doctor West : Haven't seen you in a while.

Stephen : **Well, I was a little preoccupied being dust there for five years.**

The context of the utterance on data 1 was that Stephen was invited by Cristine (his ex-girlfriend) to a church and he looks full of despair and regret. Suddenly, Doctor West came and sat next to Stephen. Then Dr. West asked a few questions that confronted Stephen about his activities as well as his condition after finding out his ex-girlfriend was married to another man. Of course, it hit Stephen's feeling who was in a bad mood and didn't look comfortable so he ignored it. In addition, Stephen also before attending Cristine's wedding, he had a bad dream that he met a girl who was attacked by an evil giant monster.

From the utterance on data 1, Stephen as a speaker violated four maxims, namely quantity, quality, relation and manner. For the maxim of quantity violation, Stephen spoke too much to respond to the words of Doctor West who tried to ask him about the current condition and this response from Stephen was not informative for West. Furthermore, Stephen also violated the maxim of quality because he refused to talk to Doctor West and he did not want to be further connected with him. Then, Stephen violated relation maxim and it could be seen about how Stephen tried to hide the fact by saying something untrue to Doctor West. This seemed irrelevant between the question and the answer. In violation of maxim manner, Stephen's talk exaggerated that he's been as busy as the last five years as dust, which was ambiguous and confusing to Doctor West. The intended meaning in the conversation was that Stephen wanted to remain silent without talking to anyone because he was feeling deep sadness. But on the other hand there was someone who tried to annoy him and confronted him with various taunts. Finally Stephen responded sarcastically.

Data 2 (00:06:51 – 00:06:56)

Stephen : A little too on the nose?

Cristine : What, for you, at my wedding?

Stephen : **Nah. It was perfect. Congratulations.**

The context of the utterance on data 2 was that when Stephen was drinking a glass of wine at the bar, Cristine came to see him accidentally and sit down beside him. This situation looked so weird and they were so shy each other because they had very intimated relationship at previous time. In a moment, Stephen offered her a glass of wine and they just involved a very short of conversation in a shy.

From the utterance on data 2, Stephen violated four maxims, namely quantity, quality, relation, and manner. For the maxim of quantity violation, Stephen did not answer correctly to Cristine's question because of highly nervous. He responded it with inappropriate answer. For the violation of the maxim of quality, Stephen said very little and it was not informative to Cristine because she lied that the party was perfect. Actually he felt very sad when he heard the woman he loved married another man and not him. Stephen violated the maxim of relation because he made a conversation that didn't fit the topic Cristine wanted. He tried to change or blur the topic suddenly. He also violated the maxim of manner. Stephen's answer was ambiguous and unclear, this made Cristine confused.

Data 15 (01:03:29 – 01:03:41)

Stephen : Well there's a guy over there with a fork on his head, so, yeah.
A little bit.

Captain Charter : Be grateful Black Bolt does not engage you in conversation

Stephen : **Why? Does he have bad breath?**

Captain Charter : This strange is even more arrogant than ours.

The context of the conversation on data 15 was that Stephen was captured by other Avengers members such as Captain Charter, Black Bolt, Reed, Mordo and Captain Marvel and Professor Charles at the Illuminati headquarters. Stephen was asked to stop his actions for violating the rules in Darkhold. However, she still continued her actions in preventing Wanda's evil actions from turning into an evil witch in another multiverse. One of Stephen's utterances was ridicule and harsh insults to Black Bolt. On the other hand, he also wanted to escape and immediately save America Chavez.

From the utterance on data 15, Stephen violated four maxims, namely quantity, quality, relation and manner. In violating the maxim of quantity, he responded to questions with responses that were not informative and did not even refer to the warning points that had been made by other people. He ignored the threat. In violating the maxim of quality, Stephen mocked with sarcastic words that hurt Black Bolt psychologically because he mocked body parts. Furthermore, Stephen also violated the maxim of relation. It could be seen that he was trying to change the topic of conversation with the people in the courtroom to avoid a more in-depth discussion. In addition, Stephen also violated the maxim of manner because Stephen's response was ambiguous and made everyone felt confused, angry, and disappointed with him.

b. Violation of Three Maxims

This kind of violation of maxim was divided into three categories as follows:

1) Violation of Quantity, Relation, and Manner Maxims

Data 20 (01:37:18 – 01:37: 28)

Cristine : Okay. But doesn't a version of you need to live in that universe? So that you can dreamwalk into them.

Stephen : **Who said they have to be living?**

The context of the utterance on data 20 was that Stephen did a dream walk whose fight the souls of damned which they attacked him so wild. In this condition, he used a death man

that killed in Darkhold. By the same way, he used that died man body to come in Darkhold. In same situation, the original body was talking with Cristine who tried to get conversation with him for observing the current condition in Darkhold pressuring Wanda, the Scarlet Witch.

From the utterance on data 20, Stephen violated three maxims namely quantity, relation and manner. In violating quantity maxim, he did circumlocution or not to the point against Cristine's question by asking back to her. Of course, it did not give informative answer for Cristine. Meanwhile, Stephen did not obey the relation maxim because he wanted to make a joke for Cristine. He did the wrong causality and he avoided talking about the condition of Darkhold for Cristine. Actually, Stephen wanted to make Cristine not worrying him too much when battling in Darkhold versus Wanda, the Scarlet Witch. Last, Stephen disobeyed the manner maxim. It could be seen on the ambiguity of the words that he spoke out. The sounds of his voice was not loud enough than his custom. His words also could make the hearer very confused and thinking at twice for understanding it.

2) Violation of Quantity, Quality, and Manner Maxims

Data 11 (00:42:10 – 00:42:18)

Cristine : This is pretty fancy. Sure you will not have to take out another student loan?

Stephen : **Nah. I just sold one of those kidneys that we operated on last week.**

The context of the utterance on data 11 was that when Stephen and Chavez were walking around the city, they saw the Memory Lane (a game) which played the best previous memory of the player. When Stephen was using it, the screen played the sweetest memory among him with his girlfriend in dinner at the restaurant to celebrate Stephen's birthday. She gave a luxurious watch for him and it made him very happy and surprised too.

From the utterance on data 11, Stephen violated three maxims namely quantity, quality and manner. In violating quantity maxim, Stephen talked too much for words. He should be answer yes or no only. There were not anywords needed to respond the question. Then, he also violated the quality of maxim. Actually, he never sold the kidneys of his patient because it infringed the ethics code of a surgery doctor. So, the information that uttered by Stephen was a lie. It might be a joke for Cristine. Moreover, Stephen also broke maxim of manner. It could be seen on how ambiguous the word said by him

3) Violation of Quantity, Quality, and Relation Maxims

Data 8 (00:27:39 – 00:27:50)

Wanda : all this for a child you met yesterday?

Stephen : **Wanda, you are justifiably angry. You had to make terrible sacrifices**

Wanda : I blew a hole through the head of the man I loved.

The context of the utterance on data 8 was that Stephen visited Wanda in her multiverse which formed a beautiful apple garden before she transformed to Scarlet Witch. Then, he tried to please her for forgiving Chavez and never disturbed her again. Actually Wanda needed Chavez's power to realize her dream in term of building a real family. This

situation made Stephen worried because Wanda looked ignoring his suggestion by expressing anger so high. Finally, he stopped to talk much with her about it.

From the utterance on data 8, Stephen violated three maxims namely quantity, quality and relation. First, Stephen disobeyed quantity maxim which he told too much for words and it was surely less informative because it also referred to answer the Wanda's question. Then, he violated quality maxim. It could be seen that he denied the Wanda opinion for kidnapping America Chavez. He also suggested her that her act was a terrible sacrifice. Last, Stephen disobeyed the relation maxim. He tried to make a lie and hide the fact about Chavez which was a key for ensuring the Wanda dream came true. Knowing his act, Wanda looked anger and Stephen tried to make her cooling down.

c. Violation of Two Maxims (Quantity and Quality Maxims)

Data 7 (00:22:45 – 00:22:59)

Wanda : if you knew there was a universe, where you were happy. Would not you wanna go there?

Stephen : **I am happy.**

Wanda : I know better than most what self-deception looks like.

The context of the utterance on data 7 was Stephen visited Wanda in her multiverse which formed a beautiful apple garden before she transformed to Scarlet Witch. Early, Wanda tried to invite Stephen joined to her deal about natural life in beautiful multiverse. Stephen lied to say agree with her in order to do not make conflict with Wanda at that time. He pretended to act so nice with her. Actually, he never agreed with her idea.

From the utterance on data 7, Stephen violated two maxims namely quantity and quality. He disobeyed the quantity maxim by not answering too short and uninformative whereas Wanda wanted his insight about the idea of multiverse, even Stephen was silent too much and only being the passive hearer for Wanda. Moreover, Stephen also violated quality maxim. It could be seen that Stephen disagreed with Wanda idea about new multiverse which it was actually wrong way to act a cruel tragedy for Chavez. Stephen actually felt so dizzy how to act against Wanda who told too much nice words for him about living in nice multiverse made by her own hand. Besides, Wanda could not read the Stephen's decision about its idea.

d. Violation of One Maxim (Quality Maxim)

Data 12 (00:43:57 - 00:44:05)

Stephen : hey kid. That was the first time that you opened a portal right?

Chavez : **It doesn't matter.**

Stephen : It does matter. You lost your parents.

The context of the utterance on data 12 was when Stephen and Chavez were walking in the city, they saw a statue of Doctor Strange in front of the Sanctum as a statue of a true hero who defeated the monster Thanos. Everyone knew that Doctor Strange was a true hero worthy of adoration. In the middle of their conversation, Stephen asked how Chavez could easily open the portal to the multiverse he wanted because it was a complicated matter for

him and the risk was too big. But Chavez could only open it without being able to think about the risk. Even though the Chavez family had died because of their own actions, who liked to open portals of other worlds.

Based on the utterance on data 12, Chavez violated the maxim of quality because he said something wrong but still believed. The fact showed that opening another multiverse had taken the lives of Chavez's parents due to being absorbed by another's inner energy. In this conversation, Chavez did not violate the maxim of quantity because he answered briefly and precisely to Stephen's statement. He also did not violate the maxims of relation and manner because the information was clear enough and did not contain excessive ambiguity so that even Stephen could understand it well.

Discussion

This study aims to describe the multiple violations of maxims based on the cooperative principle at the utterances in *Doctor Strange in the Multiverse of Madness* film and the meanings in it. The findings of this study can be reviewed as the following table:

Table 1

Recapitulation of Multiple Violated Maxim in Doctor Strange in the Multiverse of Madness film

Number of Maxim	Kind of maxim violation	Number of Data	Total of Data	Percentage
4	QN, QL, RL, MN	1, 2, 3, 4, 13, 14, 15, 16, 17, 18, 19	11	55%
3	QN, RL, MN	5, 9, 20	3	15%
	QN, QL, MN	6, 10, 11	3	15%
	QN, QL, RL	8	1	5%
2	QN, QL	7	1	5%
1	QL	12	1	5%
			20	100%

Note:

QN = Quantity
 QL = Quality
 RL = Relation
 MN = Manner

Based on the view of the table 1, it can be seen that there are four groups of maxim's violation which speakers violating four maxims (quantity, quality, relation, and manner) totally 11 data or 55%, three maxims ((quantity, relation, manner), (quantity, quality, manner), (quantity, quality, relation)) totally 7 data or 35%, two maxims (quantity and quality) totally 1 data or 5 %, and one maxim (quality) totally 1 data or 5%. The characters of the film dominantly violate four maxims in an utterance. This result is contrasted against Tupan & Natalia (2008) which showed that the actors in *Desperate Housewives* dominantly violated three multiple maxims such as maxim of quantity, maxim of quality and maxim of relation then two multiple maxim such as maxim of quality and maxim of relation. Three multiple maxims in purpose of lying are acted to blur the fact, ensure jealous feeling, make happy the hearer, and strengthen the belief, and ensure the hearer. While, two multiple maxim are violated to blur the fact, save face, strengthen the belief, and ensure the hearer. It can be seen that the number of the violated maxims reflects the high tension in the conversational conflicts that occur between the characters in the film. The speakers just try to avoid conflict by blurring what they say in order

to protect themselves for ongoing conflict. The finding among this current research against the prior study is different because of the number of the violated maxims in each film is depended on the context or certain situation faced by the speakers.

In this research, the finding shows that the meaning of violation by the speaker is intended to avoid the conflict, to intimidate the rival, to create a lie, and to pressure someone. It is accordance with Cutting's theory (2008) which indicating that violation of maxim of quantity occurs when the speaker does not provide sufficient information to the listener because he does not want the listener to know the context of the information as a whole, the violation of maxim of quality occurs when the speaker tells lies or untruths or just predicts, violates the maxim of relationship occurs when the speaker changes the topic of conversation, and the violation of maxim of manner occurs when the speaker stops his speech. The occurrence of the maxim violation in *Doctor Strange in the Multiverse of Madness* film is influenced by violation of maxims occurs due to various conditions such as good or bad psychological conditions, anger, nervous conditions, and chaotic situations either intentionally or unintentionally as well as described by Cutting (2008).

This research also shows that most dominant violation of maxim from four group of its multiple is maxim of quantity. It indicates that the speakers act to do not provide clearly information for the hearers in the film because the speakers do not want the hearer to know the contexts as a whole. Of course, it effects the confusion from hearers towards the speakers' response. Putri & Apsari (2020) described that maxim of quantity requires the speaker to make contribution that is as informative as is required. Then, Sari et al.(2019) stated that the violation of maxim of quantity occurs when the interlocutor does not give proper amount of information that speaker needs, as the consequence, the feedback expected by the speaker from the hearer is not fulfilled. In *Doctor Strange in the Multiverse of Madness* film, the speakers cannot provide the proper information as supposed to be.

Moreover, the finding of this current research is in line with the study by Andy & Ambalegin (2019) showed that maxim of quantity is dominantly violated by the actress in *Night at Museum* film because of the crowded situation which makes her very angry with the hearer. It is different with the study by Yolanda (2020) which showed that the speaker of *The Prince and The Pauper* film had violated four Grice's maxims in certain dialogue. They violated quantity, value, relevance, and manner maxim respectively in purpose to help colleagues, save face, be nice, avoid deep discussions, and show interest. Then, the finding of this current research is also contrasted with the study by Satria Raharja & Rosyidha (2019) that there were four violations of maxims from 29 conversations by Dodit Mulyanto in Stand Up Comedy Indonesia season 4 on Kompas TV and the most dominant was maxim of relation because the actor spoke too digress resulting in unwanted messages with topic and also suddenly changed, but the purpose was just for humour. Then, the current study is also contrasted by the study by Retnosari et al. (2020) showed that the maxim of relation was most violated by the Indonesian children with mental retardation because they were not interested to certain topic so they often changed the topic of speech. The finding among this current research against the prior study is different because of the number of the violated maxims in each film is depended on the context or certain situation faced by the speakers. *Doctor Strange in the Multiverse of Madness* film

figures many the conversational conflicts that occur between the characters, so that an utterance can present multiple violated maxims.

From this current study, there is an interesting point that the violation of maxims occurs because of a certain purpose and it is intentionally done by actors in the film. The actors deliberately do it so the communication with the other people do not go well. However, these actors are actually aware of what they are doing because many pressured condition, anger, fear factor, and getting unexpected facts are often faced by them. Cutting (2008) explained that the violation of maxims occurs due to various conditions such as good or bad psychological conditions, drunkenness, anger, nervous conditions, and chaotic situations either intentionally or unintentionally. The maxim violations found in this film are very diverse. In one conversation, one to four maxim violations can be found at one time. This finding is very unique, in contrast to previous studies which the majority only analyzed one maxim violation in a conversation. Multiple violation of maxim found is based on the characters and situation in the film. This case becomes point of interest to create a humour or serious condition among the actors in a film. Multiple violation of maxim done by the actors in film purely to blur the fact, ensure jealous feeling, make happy the hearer, and strengthen the belief, and ensure the hearer.

Thus, the researchers assume that the findings in this research are quite different with other previous studies, although the issue seems almost similar. In the other hand, the current research provides the fresh result of multiple violation of maxim occurs in *Doctor Strange in the Multiverse of Madness* film. The researchers are strongly sure that this research is original and it has not been investigated yet.

Conclusion

Conclusion and Suggestion

The meaning of a communication cannot be run well if the language users violate the maxim of cooperative principle. The misunderstanding often occurs if they do the violation. The researchers find four multiple groups of maxim's violation which speakers violating four maxims (quantity, quality, relation, and manner) totally 11 data or 55%, three maxims ((quantity, relation, manner), (quantity, quality, manner), (quantity, quality, relation)) totally 7 data or 35%, two maxims (quantity and quality) totally 1 data or 5 %, and one maxim (quality) totally 1 data or 5%. Mostly, the speakers violate four maxims cooperative principle in conversation of the film entitled *Doctor Strange in the Multiverse of Madness*. The meaning of violation by the speaker is intended to avoid the conflict, to intimidate the rival, to create a lie, and to pressure someone. Thus, people usually will not be able to consistently follow the principle of cooperation in their conversations.

The result of this study is very comprehensive as a reference about multiple violated maxims in a conversation than the prior study. Hopefully, the findings of this study can provide a strong understanding about violation of maxim's cooperative principle for building the good conversation among language users. This mix of maxim violation can be different perspective against common issue about maxim. For the further researchers, they can use this study as the

reference for conducting other unique research related to language conversation especially in applying maxim cooperative principle and its violation.

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Applying Quizziz in Online English Learning: How It Improves Intrinsic Motivation

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Highlights

Applying Quizziz for online English lessons is able to improve students' intrinsic motivation.

ABSTRACT: This research aims to investigate the potential of Quizziz live lessons to increase students' intrinsic motivation in learning English and find out how students respond to the use of Quizziz in teaching English during Covid 19. The researcher used Classroom Action Research (CAR) as the research design. The researcher analyzed qualitative and quantitative data, which came from observation, questionnaires, and interviews conducted in the last cycle to know the improvement of students' intrinsic motivation and responses. This study showed that Quizziz live lessons can increase students' intrinsic motivation in learning English. This was proven by the mean score acquired from the student's intrinsic motivation inventory questionnaire, which was 3.28 in the pre-cycle. This score improved to 3.63 in cycle 1 and even higher in cycle 2, which is 4.60. The qualitative data, based on finding the students' responses to Quizzes, showed that most students were interested in and enjoyed learning English through the Quizziz platform. Quizziz platform is improving students' intrinsic motivation in learning English online classes in the Pandemic Era.

Keywords: Quizziz, Classroom Action Research, Intrinsic Motivation, Pandemic Era.

Introduction

In this era of globalization, technology is a part of the progress of the times. Technology can be applied in various ways aspects of life. No exception in terms of education; technology proves has entry to education is the renewal of learning. Implementing the 2013 curriculum in various institutions from elementary to high school proves that teachers must use technology in student learning activities. Technology has modernized the teaching-learning environment.

In early 2020, International Public Health Emergency (PHEIC) has declaimed that COVID-19 affected around 64,000 cases in China so far, and that number it is growing (Teräs et al., 2020). The spread of the coronavirus disease (COVID-19) has affected all elements of global citizenship, including Indonesian society and the academic community within it. COVID-19 has been declared a world pandemic, referring to the WHO decision (McGowan

et al., 2020). This pandemic caused the degradation of every sector, especially in the educational system.

The issues in the field of education still include learning activities. Online education thus seems to be one approach to solving this problem. However, a home quarantine that has been established for over a year could lead to an increase in students who are more inclined to be worried and disturbed, which results in poor study habits. (Baber, 2020)

In this situation, the quarantine period will affect students' motivation in the activity of learning, especially in this pandemic era. Having stated those issues, the teacher ought to discover a suitable teaching technique for teaching English in this pandemic era. (Jehad et al., 2020) The use of game-based learning appears as the best exercise to make students interested, especially when the material is being reviewed, since it allows students to think critically.

Motivation is essential in the teaching and learning processes. According to Elliot (McDonough, 2003), a person's needs, wishes, and actions rely on motivation. In their study, this idea is emphasized by (Tohidi & Jabbari, 2012) that motivation, in this case, education, influences how students behave towards certain subjects and learn. Therefore, motivation in education may increase energy, attempt, creativity, perseverance in learning, improve cognitive development, know every consequence, and eventually, perform better. Internal motivation objectives and competency have significant influence on job engagement, according to gamification research, Muntean in (Munawir & Hasbi, 2021)

According to the observation done in the SMP Muhammadiyah 2 Surabaya, the researcher found the problem in the VII Grade. Derived from the personal communication (June 3rd, 2021) with the English teacher at SMP Muhammadiyah 2 Surabaya followed by the finding from the student's responses in the pre-cycle, it shows that the students lack the motivation to learn English during a pandemic. It was confirmed that the teacher rarely implemented video conferences and interactive lessons during online learning in the pandemic era. Therefore, students felt lazy and became inactive. The outcome from the questionnaire of students' responses in the pre-cycle shows that the average score is 65.6%, which is included in the appropriate category.

According to the identification of the problems above, the root of problems in learning English in online classes can be found as follows: (1) the teacher rarely implemented video conferences and interactive lessons during online learning in the pandemic era. (2) Students feel tired and unmotivated since they worry about online learning opportunities during the pandemic. Therefore, this research is declared successful if the average results of questionnaires show an increase in motivation to learn English in a suitable category based on Qualification of Students' Motivation Questionnaire Results (Arikunto, 2015).

On an Android or laptop, there is a gaming application called Quizizz. It is a tool that enables visual display by students during class instruction. Information given graphically, such as pictures, diagrams, charts, timelines, and other displays, is preferred for visual learning. Compared to the written or spoken word, the Quizizz application effectively teaches English in the classroom. Therefore, it is necessary to examine the application of media Quizizz live lesson on English subjects to help increase the intrinsic motivation of class VII C SMP Muhammadiyah 2 Surabaya. Essentially, this article investigates the potential of Quizizz live lesson to increase students' intrinsic motivation in learning English and students' response

towards using Quizizz in teaching English during Covid19. Referring to those studies that illustrate the situation and the gap in online learning implementation, this study aims at (1) investigating the potential of Quizizz live lesson to increase students' intrinsic motivation in learning English and (2) find out how students' response towards the use of Quizizz in teaching English during Covid19.

Online learning is a teaching-learning process that takes place over the Internet using various devices such as laptops, smartphones, and computers. (Fry, 2001) defines online learning as the development of learning material for education using the internet and technologies. Online learning is driven by technology, and it depends on internet facilities. (Adedoyin & Soykan, 2020) states that educational institution and telecommunication industries have a high opportunity to collaborate, such as minimizing the price of internet data subscriptions or even making it free and accessible to every student and educator as their social responsibility. Quizizz is an educational application that provides multiplayer classroom activity that allows every student to learn with their computer, Smartphone, and Tablets. This tool provides students' answer pace that will be appeared on each student's screen; they are available to answer questions and review their answers together. Using Quizizz as a media of teaching and learning strategies is favourable. It helps students enhance their learning effort, learning motivation, activities contribution, and academic achievement.

A particular study defined that student engagement and academic success in social studies classes on natural resources are improved by using Quizizz educational game media. The educational game Quizizz can help students understand social studies concepts about natural resources while increasing their interest in the subject and academic success (Pratama, 2021). It was emphasized by another study, The Covid-19 Pandemic's impact on second language learners' intrinsic motivation to use digital learning platforms was explored by (Ali, 2022). Through the use of several digital learning platforms, this study has demonstrated that students were motivated to accomplish the assigned tasks. Other study from (Asmara et al., 2022) revealed that quizziz is impactful to help students to boost their reading comprehension.

Motivation is defined as an important portion that every individual possesses. This, will lead people to gain achievement on goals and produce better results. According to Emda, A. (2018), The success of the teaching and learning process is influenced by student learning motivation. Students learning motivation can be classified into two places according to self-determination theory (SDT), which are intrinsic motivation and extrinsic motivation. (Legault, 2020) stated that intrinsic motivation is a natural human will. People will actively do the things they find interesting or enjoyable. The Intrinsic Motivation Inventory (IMI) is a multidimensional measurement device that assesses participants' subjective experiences related to target activity in laboratory experiments. It has been used in several experiments related to intrinsic motivation and self-regulation (Reynolds, 2006). Intrinsic motivation comes from inside the individuals, while extrinsic motivation occurs in student behavior. Extrinsic motivation will remain active if it receives some reward or to duck a punishment (Dörnyei, 1994). It could be argued that extrinsic motivation encourages the learner to participate in learning activities such as homework, assignments, or doing something to earn

a good grade. According to (Legault, 2020), extrinsic motivation can come from money or other rewards. Then, A child's natural tendencies to be energetic, curious, playful, open to learning, and exploratory mean that they don't need additional rewards to participate in the things they find enjoyable. Because people have intrinsic motivation, a child's willingness to learn is crucial to his or her cognitive growth (Ryan & Deci, 2000).

Methods

Classroom Action Research can be seen as a collective-self-reflective inquiry to improve the rationality and fairness of the participant's social or educational practices (Khasinah, 2013). Educators, students, chairpersons, and parents are examples of the participants. Action research has been utilized in school-based educational plan advancement, school development projects and frameworks arranging, and strategy improvement in the educational field (Altrichter et al., 2002). In addition, Action research is becoming into a tool for educational transformation because of how strongly it is centered on the person. Its small size, contextualization, localization, and focus on identifying, creating, or observing improvements to practice are some of teacher action research's most advantageous features, Wallace in (Nasrollahi et al., 2012)

This Classroom Action Research was held for the Eight grade students of Muhammadiyah 2 Surabayain the academic year of 2020/2021. This study was conducted in class VIIC, the eighth grade divided into two classes. In this class, there were 28 females and 30 males in total. However, only 20 students involved consisted of 13 males and 7 females.

The data sources were gained as follows: (1) Data from the English language teacher of Eight grade students in the form of a teacher's observation sheet, which was used to record the teacher's accuracy in using the Quizzz platform. (2) Data from the students, including students' observation sheet and questionnaire.

The data were analyzed by using quantitative and qualitative descriptive methods. Qualitative descriptive analysis was used to examine the observational data. While teacher observation is used to determine how well the teacher uses the Quizziz platform, student observation data is utilized to measure the growth in student engagement in learning.

The questionnaire takes from the sixth Indicators of IMI (Intrinsic Motivation Inventory) by (Reynolds, 2006). Descriptive statistics analyzed the data to see the students' intrinsic motivation through the Quizziz platform in learning English and paired sample T-test to compare different variables. To determine the difference in the mean of the two paired groups. Then, the interview is conducted to find the responses towards using Quizziz in teaching English. It is analyzed qualitatively.

This research is declared successful if the average results of the Intrinsic Motivation Inventory(IMI) Questionnaire show that the increase in motivation to learn English in a good categorybased on Qualification of Students' Motivation Questionnaire Results (Arikunto, 2015)., whichmeans the average percentage reaches 70% on IMI Questionnaire sheet. Those criteria mean termination of the research cycle, and the research is declared successful.

Table 1.

Qualification of Students' Motivation Questionnaire Results

Score Percentages	Categ ories
80% - 100%	Very Good
70% - 80%	Good
50% - 60%	Fair
30% - 40%	Low
0% - 30%	Very Low

Results And Discussion

The research findings were explained in the context of the exact settings surrounding teaching and learning activities conducted online at SMP Muhamadiyah 2 Surabaya utilizing the Quizizz platform. From June 4 to June 25, 2021, the researcher performed this survey over four weeks with 20 students from class VIIIC as participants. The researcher employed pre-cycle, cycle 1, and cycle 2 to generate the data. Each cycle's accomplishment was then discussed.

Result of Quizizz live lesson to increase students' intrinsic motivation in learning English.

The results of students' Intrinsic Motivation using the Quizziz platform in learning English are shown in Tables 2-4. The Indicator of the questionnaire was taken from the Intrinsic Motivation Inventory (IMI) used by (Reynolds, 2006), in which the sixth subscale relates to intrinsic motivation: interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice. The Pre-Cycle of the Intrinsic Motivation Inventory questionnaire is shown in Table 2.

Table 2

IMI Questionnaire of Pre-cycle

	N	Minim um	Maxim um	Mean	Std. Deviation
Interest Enjoyment	20	1	5	3.43	.487
Perceived Competence	20	1	5	3.63	.559
Pressure Tension	20	5	1	2.78	.850
Effort Importance	20	1	5	3.05	.887
Perceived Choice	20	1	5	3.18	.616
Value Usefulness	20	1	5	3.63	.559
Valid N (listwise)	20				.
Total Pre-Cycle				28	.323

Based on the **Table 2 IMI Questionnaire of Pre-cycle**. In the subscales of Interest/Enjoyment, the student's average score was 3.43. It indicates students are quite interested in learning English during covid 19. In the subscales of perceived competence, the student's average score was 3.63. It describes students' quiet understanding of the competence of the material given. Students felt they were skilled in learning English and could learn the material well.

In the subscales of Effort and Importance, the student's average score was 3.05. students simply have the value of effort and taste in learning English. Students tried hard to learn English, especially during a pandemic. In the subscales of tension and pressure, the student's average score was 2.78. During pandemic periods, some students experienced pressure to learn English.. In the subscales of perceived tension, the students' average score was 3.18. it showed that students did this activity because they wanted to. In the subscales of value usefulness, the student's average score was 3.63. which means they thought that learning English was beneficial to them.

It can be observed from the pre-cycle students' intrinsic motivation, which has an average percentage of 65.6% and goes into the right group. However, success indicators include that students may attain an average score of 70% according to their intrinsic motivation. The researcher and the teacher will use the Quizziz platform to perform the first cycle. Table 3 Cycle 1 shows that learning English improved before and after using the Quizziz app.

Table 3.

Students' IMI Questionnaire in Cycle I

	N	Mini mum	Maxi mum	Me an	Std. Deviation
Interest Enjoyment	20	1	5	3.54	.306
Perceived Competence	20	1	5	3.52	.333
Effort Importance	20	1	5	3.53	.413
Pressure Tension	20	5	1	4.60	.476
Perceived Choice	20	1	5	3.55	.510
Value Usefulness	20	1	5	3.28	.343
Valid N (listwise)	20				
T otal				73.4 7	3.67 3.6

Based on the total score, it can be concluded from the students' intrinsic motivation in the first cycle with an average of 73.4% (3.67), which is included in the good category.

Table 4.
 Paired Samples T - Test Cycle I

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
air1	Cycle 1 –								
	Cycle 2	.387	.350	.078	.551	-.223	4.941	9	.001

Based on paired sample t-test in **table 4**, there was a significant difference in the scores for the pre-cycle Questionnaire and Questionnaire from Cycle 0.05. It can be concluded that there is a statistically significant difference between the mean pre-cycle Questionnaire and the Questionnaire from cycle 1.

Table 5.
 Paired Samples Statistics of Intrinsic Motivation Inventory (IMI) Pre- Cycle and Cycle I

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Cycle	3.28	20	.323	.072
	Cycle I	3.67	20	.215	.048

Table 5 Paired Samples Statistics of Intrinsic Motivation Inventory (IMI) Pre-Cycle and Cycle I concluded that the mean for the pre-cycle is 3.28, and the mean for cycle I is 3.67. It can be concluded that there was an improvement in learning English before and after using the Quizziz application.

Table 6.
 Students' IMI Questionnaire Cycle 2

	N	Minimum	Maximum	Mean	Std. Deviation
Interest Enjoyment	20	1	5	4.65	.250
Perceived Competence	20	1	5	4.60	.278
Effort Importance	20	1	5	4.58	.406
Pressure Tension	20	1	5	4.61	.328
Perceived Choice	20	1	5	4.55	.510
Value Usefulness	20	1	5	4.60	.393
Valid N (listwise)	20			4.60	

Based on the entirety, it can be concluded from the students' intrinsic motivation in the second cycle with an average of 90% (4.60), which included the very good category

Table 7.
Paired Samples T-Test Cycle 2

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
airl	Cycle I –			.065					
	CycleII	.935	289		1.070	.800	14.484	9	000

Based on the paired sample t-test in the Table 7 Paired Samples T-Test Cycle 2, there was a significant difference in the scores for pre-cycle Questionnaire I and Cycle 2. Based on the Sig. (2-Tailed), it showed that the value is less than 0.05. it can be concluded that there is a statistically significant difference between the mean Questionnaire cycle I and the Questionnaire from cycle 2.

Table 8.
Paired Samples Statistics of Intrinsic Motivation Inventory (IMI) Questionnaire of Cycle 2

		Mean	N	Std. Deviation	Std. Error Mean
r 1	Pai Cycle I	3.67	20	.215	.048
	Cycle II	4.60	20	.207	.046

Table 8 Paired Samples Statistics of Intrinsic Motivation Inventory (IMI) Questionnaire of Cycle I and cycle II shows that the mean for the cycle I is 3.67 and the mean for cycle II is 4.60. It can be concluded that there was an improvement in learning English before and after using the Quizziz application.

Based on finding the potential of Quizziz live lesson to increase students' intrinsic motivation, it shows the enhancement of teacher and students' activity during the teaching-learning process. The data could be seen from students' Intrinsic Motivation Inventory (IMI) questionnaire of cycle II. Indicators of success of students' Intrinsic Motivation Inventory (IMI) Questionnaire qualification of the average score is 70%, while in the second cycle, the average score of student's IMI questionnaire was 4.60 (90%). It can be concluded that Quizziz live lesson's potential to increase students' intrinsic motivation in learning English.

The students' responses toward the implementation of Quizziz

The result of students' responses towards learning English in the pandemic Era through

Quizziz were shown by delivering the Interview in the last meeting. Based on the result of the interview with three students of the 8C class, conclusions can be drawn as follows:

The following responses provide information on the first question regarding Quizziz's efficacy as a teaching tool for students to understand English learning. Student 1 states the opinion by saying "yes, I feel more understand after the teacher started using Quizziz, especially there is a game and score for questions and answer session." The statement is also supported by student 2 by asserting "I think so, because Quizziz includes ranking that makes me more focused, I don't want to lose to my friends." Then, student 3 reveals that "Maybe yes, I become understand about the previous material after using Quizziz, my friends are all excited so I am as well because it is exciting."

As a result of their comments, it is clear that using Quizziz to enhance online learning in the pandemic era may aid students in understanding English.

Students' opinions on whether utilizing Quizziz to learn English is tedious or uninteresting were presented to the below responses. Student 1 asserts "No, using Quizziz is very fun, especially after we get an explanation from the teacher. I don't feel sleepy during the explanation because I need to reach the first place in the Quiz." Meanwhile student 2 states "I don't feel bored, especially because the type of question is always different. There is a right or wrong question, multiple choice, and check box. Learning in my house is fun as well as in the school." Then, student 3 explain "I think no because it is the first time Mr. Dadang uses Quizziz as learning media in the pandemic era. I think the game in Quizziz is so exciting, especially when someone gets to the first-place students will be noisy which is very fun."

Derived from the responses on the interview, It can be concluded that learning English using Quizziz is not boring nor exhausting.

The next question related to learning English in the pandemic era become easier by using Quizziz. Their responses are as follows, student 1 expresses "I think Quizziz is easy and I enjoy it a lot." Meanwhile student 2 states "It is quite complicated for me but it is still very fun." Then, student 3 asserts "It is easy to use, I can simply access it. I just need to click on the link given by the teacher and write my name then enter the room."

According to student feedback, learning English with Quizziz is seen as being simple. The answers of students toward question whether using Quizziz make them feel motivated in learning English. Their responses are seen as follows: Student 1 expresses "of course, I feel excited even when the class has not already started yet because I don't want to lose to my friends". Meanwhile, student 2 emphasise "Yes, I feel more motivated and excited in learning English when using Quizziz". Then, student 3 expresses "I'm not really sure, but I feel more comfortable and enjoy the class when the teacher is using Quizziz".

Derived from those responses, it can be said that using Quizziz as learning media can make students feel motivated to learn English.

Lastly, students' responses toward question whether they feel excited in using Quizziz while learning English in the pandemic era. Their answers are as follows:

1. "Yes, English has become my favourite subject in school since we use Quizziz in class. I really want to active during the class and compete with my friends." (Student 1)
2. "Seeing my friends excited makes me feel excited too, I don't want to lose. Using

Quizziz during learning English is very exciting and fun.” (Student 2)

3. “I don’t really think so, I don’t feel lazy but I’m not super excited about that. I just enjoy the lesson.” (Student 3)

It may be said that employing Quizziz as a teaching tool during the pandemic age makes students appreciate the lesson. The information above demonstrates that the students have positively responded to the use of Quizziz.

Discussion

This research was conducted to find out the improvement of students’ intrinsic motivation in the pandemic era by using Quizizz platform. The result showed that Quizizz was effective or could be used in teaching English in the pandemic era. The finding showed the enhancement of students’ response which was obtained from the results of the questionnaire. The students’ average percentage score of pre-cycle was 65.5%. After given treatment, which is Quizizz, the average percentage score of cycle I was up to 74%. The researcher continued the treatment to cycle II which denoted significant increase with the average percentage score of student’s responses was 90%.

Moreover, based on finding the potential of Quizizz live lesson to increase students’ intrinsic motivation, it showed the enhancement of teacher and students’ activity during teaching learning process. The data could be seen from observation sheet indicating that the students were actively involved and paid attention to the subject taught by the teacher. The students were also excited in doing the task given by using Quizizz and creating the supportive situation during teaching learning process. The result of the Quizizz test could be seen from the findings that showed us the enhancement of students’ score, which could be shown from the results of the percentage of Quizizz’s score in each cycle. The students’ mean score of cycle I was 73%.

Then the researcher continued to cycle II with the mean score of student’s score was 88%. Indicators of success can be achieved when the students’ responses are able to reach an average score of 70%, while the second cycle got an average of 88%. Thus, it can be concluded that using Quizizz can improve student’s intrinsic motivation.

The result of the research is in line with statement from (Bakia et al., 2012) which emphasize that due of the accessibility of the information and teaching during the pandemic, online learning has gained popularity. This condition is observed in the results of interviews, which demonstrate a favorable reaction to the use of Quizizz.

Conclusion

Quizizz was useful in teaching English. It could be seen from the findings that showed the increasing of students’ Intrinsic Motivation Inventory (IMI) questionnaire average percentage score. The students’ percentage of pre-cycle was 65.5%. After implementation of Quizizz, the percentage of cycle I was 74%. Then the researcher continued to cycle II with the percentage of cycle II was 90%. that there is a statistically significant difference between the mean of each cycle. This was considered a good improvement of the students’ intrinsic motivation towards using Quizizz as a media in teaching-learning activities.

Lastly, employing Quizizz in English instruction and learning might encourage students to increase their intrinsic motivation throughout the pandemic period.

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Project-Based Learning for English Diploma Program Students: Implementation and Challenges in Online Learning

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Highlights

project-based learning becomes one of the alternative methods for assisting English diploma program students in acquiring 4Cs.

ABSTRACT: The central goals of this study are to see the implementation of Project-Based Learning for English diploma program students, to see the students' perceptions toward the implementation of project-based learning, and to see the challenges of its implementation in online learning. The research method is a descriptive qualitative method that used Stoller and Simpson theories to analyze the implementation of Project-based Learning in online learning. The results of this study show that 77.1% of respondents are satisfied with the implementation of project-based learning. They also obtained 82.07, which means the students are able to achieve the learning outcome very well. There are some challenges in implementing project-based learning in the pandemic era. They needed autonomous learning methods, especially in mastering language skills, knowledge, and IT skills. However, to achieve learning outcomes and to solve the problems, the students independently discussed and worked together in their group to finish their project. The effect of this process, students are more independent, critical, communicative, and creative in working on the project. Based on the positive findings, project-based learning becomes one of the alternative methods for assisting English diploma program students in acquiring 4Cs.

Keywords: Project-based learning, English diploma program students, challenges in the pandemic era, creating real-life experiences

Introduction

In Indonesia, the government divides higher education into two categories, academic and professional (vocational) education. Academic education means students learn technological science in an academic sense, whereas vocational or professional educations mean students learn applied skills that are useful in their workplace. Besides being called vocational or professional, it is also called a diploma program such as diploma one, two, three, and four.

English vocational students are students of English Diploma Program that are prepared to be ready at work. For diploma three program, the length of study is three years or six semesters with a minimum of 108 credits. The class activities are dominated by practical activities. Regulation from the Minister of Education and Culture states that vocational program students get at least 60 % of practical activities. It means about 65 credits must be

practical activities. Normally, lecturers and students do not have any problems implementing these activities before the covid-19 pandemic. However, during the pandemic era, lecturers and students face obstacles to have practical activities such as; those that should be done virtually, must be connected to the internet, and must be explained the instruction clearly. Many campuses should be more creative to find out the best practice activities for their students. Lecturers must design practical activities which can create real-life learning experiences. One of the creating real-life experience activities that can be done during the pandemic era is conducting project-based learning (PjBL).

Besides that, project-based learning is also one teaching method that is recommended by the education and culture minister through *Merdeka Belajar - Kampus Merdeka* (MBKM) policy. MBKM or independent learning – independent campus is a new program in the Indonesian higher education system. It focuses on how to link and match the industrial needs and the outcome of the university. The students will get big opportunities for learning outside the study program and developing human capital such as; skills, competencies, and work experiences (Purwanti, 2021). Moreover, MBKM program through implementing project-based learning is also creating 4 Cs; critical thinking, collaboration, communication, and creativity. Students collaborate and communicate with each other to finish their projects well and they also sharpen their critical thinking in creativity. The reasons above are why project-based learning is one of the best methods to 4 Cs and also to create real-life work experience.

There are several studies about project-based learning. They mostly state the implementation and the advantages of project-based learning. This study discusses the implementation of project-based learning in language classes to encourage students to apply their language skills (Kornwipa Poonpon, 2017). This study explained that project-based learning can improve four English skills such as listening, speaking, reading, and writing.

The second study discusses the use of project-based language learning to increase learning motivation and content relevance. Students are grouped into pairs to carry out fieldwork activities on their chosen topic and learn suitable English to describe their activities and results. They interact with content and peers through a web environment. In class, they engage in communicative assignments in jigsaw format and present their project where their peers use rubrics and online forums to provide feedback. They also participate in speech contests with peers outside their class or from other universities to expand their confidence. The findings of this study indicate that students can develop language skills and evaluation for presentation. Additionally, they show reduced communication anxiety (Farouck, 2016).

This study discusses project-based learning which is emerging as a model that meets the needs of both teachers and students in teaching and learning foreign languages effectively. Project-based learning encourages teaching and learning in Indonesia according to skills, engages students in the learning process, motivates and develops students' creativity (Pham, 2019).

However, those studies focused on the implementation of project-based learning in developing language skills. They did not mention the obstacles and challenges of applying project-based learning in their classes. Moreover, they are much more focused on academic education rather than professional (vocational) education. Based on the description, the problem can be formulated, how is the procedure for implementing (1) Project-Based Learning in English diploma Program? (2) What do students' perceptions of the implementation of Project-Based Learning in the English diploma Program? and (3) what are the challenges of Project-Based Learning implementation during the pandemic?

Method

The subject of this research was English diploma program students at Universitas Jenderal Soedirman who practiced tour guiding in several tourist destinations in Banyumas. The total number of respondents was 39 students. This study used a purposive sampling technique because this study focused on English for tourism class which must develop a project of virtual tour guiding video.

This research method focused on several stages of research. First, a library study was used to collect theories and data to create the instruments of the research. The data was about the list of statements to measure students' perception toward the implementation of project-based learning. Second, field study used to know the process of implementing project-based learning, to analyze the students' perception of the implementation of PjBL, and to know the challenges of project-based learning.

Data was collected through the observation, survey, and interview method. Observation is used to see the project-based learning implementation procedure. The observation was carried out by lecturers starting from the first week of giving the project until the six meetings. Lecturers always monitor students' activities by filling out students' activity sheets. Observations were a method to know their performance and their participation in doing their project. The lecturer provided an assessment rubric for students' participation in the implementation of project-based learning.

The lecturers provided two rubrics which were used to assess the process and product. The first rubric was obtained from the lecturer who assessed students' work in making preparation, implementation, and report and the second rubric was obtained from assessing the product including the quality of the video image, skill competence, knowledge, and attitude. The rubrics were provided on the student assessment sheet that was used by the lecturer to compile the final grades of students in carrying out PjBL. The second data collection instrument was a survey. It was conducted to determine students' perceptions of the implementation of project-based learning. There were twenty statements from five indicators which were distributed via Google form to 39 students.

Table 1.
Indicators of students' Perception

Variable	Indicator	No of item	Total item
Students' perception of the implementation of project-based learning	Student perceptions of lecturer and student interactions	1,2,3,4,5	5
	Student perceptions of student interest in learning	6,7	2
	Students' perceptions of material understanding	8,9,10,11,12	5

Project-Based Learning Student perceptions of student learning outcomes	13,14,15	3
Students' perceptions of the suitability of the Project-Based Learning model to the subject	16,17,18,19,20	5

Table 2.
List of statements to measure students' perception toward the implementation of project-based learning

No	Statement
Student perceptions of lecturer and student interactions	
1	I feel more active in doing assignments with a project-based learning model
2	I dared to ask the lecturer when I had difficulty working on the task of making a tour description video
3	My lecturer gave a briefing during the task of making a tour description video
4	I consult with lecturers in completing assignments/projects
5	With the PBL model, I dare to express my opinion to my lecturers and friends in class about the material presented
Student perceptions of student interest in learning	
6	The application of the project-based learning model embodies my imagination as a tour guide
7	I am passionate about doing the assignment/project given
Students' perceptions of material understanding	
8	By applying the project-based learning model, I became aware of the tour guide's duties.
9	I feel more active in doing assignments with a project-based learning model
10	I became more aware of the tasks to be done
11	The project-based learning model made it easier for me to understand the tourist destinations
12	From applying the project-based learning model, I have come to understand the description of the tourist destinations that I am describing
Student perceptions of student learning outcomes	
13	The application of the project-based learning model made me understand every detail of the tourist destinations that I described
14	I am satisfied with my results Project-based learning models can improve my learning outcomes
15	I get real experience from applying the project-based learning model

Students' perceptions of the suitability of the Project-Based Learning model to the subject	
16	I find it easy to work on travel description videos with a project-based learning model
17	The application of a project-based learning model makes the subject of specialization in tourism more interesting
18	The travel description videos I work on make the assignment even more real
19	The project-based learning model makes the subject of specialization in tourism more useful
20	In my opinion, the project-based learning model is appropriate for the subject of specialization in tourism

The analytical method used was the descriptive analysis method which was combined with basic statistical analysis. The analysis included a description of the procedure for implementing project-based learning, a statistical report of students' perceptions, and challenges in implementing project-based learning.

The third data collection instrument was an interview. It was used to know the problems and also the challenges of the students during the implementation of project-based learning. The interview process was done when they presented the product in the virtual classroom.

Findings and Discussion

Implementation of Project-Based Learning

Project-Based Learning is a project assignment given by a lecturer in class, starting from observing interests, inviting students to solve problems, and making decisions on a project. This project-based learning provides an opportunity for students to study independently with a long processing time. The term project in the context of English Foreign Language (EFL) as conveyed by Fried-Booth (1986) is a task that is governed by the natural language skills of the project they are working on, including the ability to organize, collect information on reading, listening, oral and written group discussions.

Table 3.

Criteria for implementing project-based learning from Stoller and Simpson

Stoller (2006)		Simpson (2011)	
1	Students must be oriented on two things process and product.	1	Complex exploration
2	Students must be able to design processes and products.	2	Learning activities refer to student-centered learning.
3	Must be able to develop assignments outside the classroom	3	Questions, problems, or student interests that are the main focus of the project and learning process
4	Must be able to integrate skills.	4	Reduction in activities directed by the teacher.

5	Must be able to provide support in language development and learning content	5	Giving feedback
6	Students must be able to work in pairs or groups	6	Authentic use of resources and tools.
7	Students must be responsible and focused on learning their target language	7	Collaborative learning.
		8	Use of varied skills; language skills, technology, social, management, and others.
		9	Assessment refers to the value of the process and the results (product).

From the two experts' opinions above, it can be concluded that project-based learning criteria focus on student interest or student-centered learning, varied skills, processes, and products. Lecturers focused on PjBL activities on the criteria mentioned by Stroller and Simpson, whereby applying these criteria, they are allowed to hone critical thinking, collaboration, communication, and creativity within a group member.

After the criteria for implementing project-based learning were decided, we explained its implementation in class. Meanwhile, the stages of implementing project-based learning refer to the project-based learning model according to George Lucas consisting of six stages.

Start with the essential question

This stage was an essential learning phase. We invited students to discuss topics that were in accordance with the realities of the real world/world of work. We discussed the types of tourist destinations (DTW), namely natural, artificial and mixed tourist destinations. We also discussed examples of each type of tourist destination in Indonesia and in Banyumas. Example of natural tourist destinations is Cipendok waterfall, bayan waterfall, and others. Example of artificial tourist destinations is The Village, Jenderal Soedirman museum, Saka Tunggal Mosque. Meanwhile, the example of a mixed tourism destination is Baturraden which combines the natural beauty of the mountains on the slopes of Mount Slamet, water boom, and the children's playground.

It was the stage that we start with the essential question stage. Why does this place become a tourist destination? What can we see, we do and we buy there? What is the accessibility to the place? Why was the place so crowded or quiet? Which tourist destination did you learn more about? To answer all these questions, we invited students to think highly or High Order Thinking Skills (HOTS). This project was done during the COVID-19 pandemic, so teaching and learning activities were carried out online and utilized Gmeet and Whatsapp as a medium of communication. The students were very enthusiastic because, in a minute, 39 students had written a list of tourist destinations. Lecturers and students agree on the theme and discuss the steps that must be taken regarding the project design, schedule, and outcome. After they got the topic, the lecturer divided the class into four groups. The distribution of groups is based on the location of the tourist destination they choose. So, they worked together and helped each other in the process of making projects.

Project design

The next thing to do was to design the project. The activity of designing projects was carried out collaboratively by lecturers and students. The project design included:

(1) Designing learning objectives (learning outcomes)

The learning outcome is to make the students can narrate tourist destinations properly and correctly. These objectives are in accordance with the level 5 Indonesian National Framework Curriculum (KKNI) in the diploma study program. In the vocational context, the competencies required include three things; knowledge, skills, and attitude. The knowledge used is about the tourist destination. The skills used are especially speaking skills such as; Public Speaking, Narrating, and presenting. Meanwhile, attitude is an important competency to use non-verbal communication such as facial expressions, gestures, hand movements, eye contact, and others.

(2) Developing project implementation rules/guidelines

The rules were drawn up by the lecturer and distributed to students. The lecturer asked students to write down the stages of project work including preparation. At this stage, the lecturer asked students to plan activities, schedules, materials, and tools. Implementation was the stage in which the lecturer asked students to make a video with a maximum duration of 5 minutes, narrating the tourist destinations in Banyumas and packaging them into attractive promotional videos. Lecturers give two weeks for making the video.

(3) Preparing the need for language competence (language demand)

Language competence was the most important thing in the implementation of this project-based learning because they were required to use English to explain or narrate the Tourism Destination Area (DTW). The language competencies required: speaking skills, grammar focus: simple present, simple past, expression of describing things, and expression of narrating a story.

(4) Gathering information to answer essential questions.

The students can collect information from various sources such as books, articles in online media (internet), interviews with industry players, observations, and students' real experiences.

(5) Preparing software and hardware

Lecturers gave freedom to the students to choose what software and hardware to be used. This was done to see the creative side of students in making and editing videos.

Create schedule

When the project design was ready, the next step was to make a project work schedule. Project-based learning was a learning method that referred to student-centered learning, so the project schedule was different from one student to another. However, the lecturer as the learning facilitator gave a deadline for the processing from the beginning to the collection of the project. This project has implemented in two weeks.

Monitor the students and the progress of the project

During project implementation, the lecturer monitored student activities. To make it easier in the monitoring process, the lecturer made students' working sheets. It was an assessment rubric that can recap the whole activity.

Assess the outcome

Assessment is used to measure the achievement of learning outcomes. The assessments included the score of the process and product of the project. The score of the process was obtained from the lecturer who assessed students' work in making preparation, implementation, and report. The score of the process also got from students' peer assessment in a group. The product score is obtained from assessing the videos that are collected including the quality of

the video image, skill competence, knowledge, and attitude. As we can see in table 6, the final score for project-based learning is good. The average of their score is 82.07 which means they are able to reach the learning outcome.

Table 4.
Project assessment

No of Students	Score of Process					Score of Product				Total Score
	Skill of Making a Plan			Skill Of Making a Project		Product Assessment				
	Topics/Relevancy	Time Management	Tools Preparation	Skill of Using IT	Originality	Language Skill	Knowledge	Attitude	Quality	
	10	10	10	10	10	15	15	10	10	100
1	10	8	8	8	10	12	9	7	7	79
2	10	8	8	8	10	12	10	7	7	80
3	10	8	8	8	10	12	10	7	7	80
4	10	9	9	9	10	13	10	8	8	86
5	10	8	8	8	10	12	10	7	7	80
6	10	8	8	8	10	12	10	7	7	80
7	10	9	9	8	10	12	10	8	7	83
8	10	9	9	9	10	13	12	8	8	88
9	10	9	9	9	10	12	10	9	7	85
10	10	9	9	9	10	12	10	8	8	85
11	10	8	8	8	10	12	10	7	7	80
12	10	9	9	9	10	12	10	8	7	84
13	10	9	9	9	10	12	10	8	7	84
14	10	9	9	9	10	12	10	7	7	83
15	10	8	9	9	10	13	12	8	8	87
16	10	8	8	9	10	12	10	7	7	81
17	10	8	8	8	10	12	10	7	7	80
18	10	8	8	8	10	12	10	7	7	80
19	10	8	8	8	10	12	10	8	7	81
20	10	9	8	8	10	12	10	8	7	82
21	10	8	8	8	10	12	10	7	7	80
22	10	8	8	8	10	11	10	7	7	79
23	10	9	9	9	10	13	11	8	8	87
24	10	9	8	8	10	12	11	8	8	84
25	10	8	8	8	10	11	10	7	7	79
26	10	8	8	8	10	12	10	7	7	80
27	10	9	9	9	10	12	12	8	8	87
28	10	8	8	8	10	11	9	7	7	78
29	10	8	8	8	10	12	10	8	7	81
30	10	9	8	8	10	12	10	8	8	83
31	10	9	9	9	10	12	10	7	7	83
32	10	9	9	9	10	13	9	8	8	85
33	10	8	8	8	10	12	10	7	7	80
34	10	8	8	8	10	12	10	7	7	80
35	10	9	8	8	10	12	10	7	7	81
36	10	9	8	8	10	12	9	7	7	80
37	10	9	8	8	10	12	10	7	7	81
38	10	9	9	8	10	12	10	7	7	82
39	10	9	9	8	10	12	11	7	7	83

Evaluate the experience

The Project-Based Learning method is a refinement of the Problem Based Learning (PBL) method. Project-Based Learning is a training strategy oriented to CTL or contextual teaching and learning process. CTL is a learning concept that helps educators link the learning material with real-world situations and encourages students to use the knowledge they have that can be applied in their lives as members of society.

At the end of the learning process, lecturers and students reflect on the activities and results of the projects that have been carried out. At this stage, students tell the obstacles they

have encountered and the solutions they have. Finally, students can learn from experience and create student-cantered projects. Based on the interviews between lecturers and students, it resulted that the students had difficulty concentrating to do the projects because of the many other subject assignments. Students have difficulty in gathering information and knowledge because they need to develop their prior knowledge about a tourist destination. Students also need high learning independence, especially in terms of mastery of language skills, searching for data (information and knowledge), and mastery of information and technology (IT). With this high independence, students can be more critical, communicative, and creative in working on projects.

Students' Perceptions of the Implementation of Project-Based Learning

Perception is a view of someone's assessment of something. According to Thoha (2010), if the information comes from a situation that is already known to the individual, then this information will affect how the individual perceives it. The result of procuring these perceptions can be in the form of an understanding of an object.

The writers surveyed students' perceptions of the application of Project-based Learning. The survey was shared in google form and was distributed to students in the tourism class. The survey consists of 20 questions to measure five indicators.

Table 5
Students' perception of project-based learning

No	Statement	Mean
Students' perception of lecturer and students' interactions		72.8
1	I feel more active in doing assignments with a project-based learning model	71.9
2	I dared to ask the lecturer when I had difficulty working on the task of making a tour description video	68.8
3	My lecturer gave a briefing during the task of making a tour description video	75
4	I consult with lecturers in completing assignments/projects	73.3
5	With the PBL model, I dare to express my opinion to my lecturers and friends in class about the material presented	75
Students' perception of student interest in learning		71.85
6	The application of the project-based learning model embodies my imagination as a tour guide	65.6
7	I am passionate about doing the assignment/project given	78.1
Students' perception of material understanding		71.9
8	By applying the project-based learning model, I became aware of the tour guide's duties.	68.8
9	I feel more active in doing assignments with a project-based learning model	81.3
10	I became more aware of the tasks to be done	71.9
11	The project-based learning model made it easier for me to understand the tourist destinations	65.6
12	From applying the project-based learning model, I have come to understand the description of the tourist destinations that I am describing	71.9
Student perceptions of student learning outcomes		77.1

13	The application of the project-based learning model made me understand every detail of the tourist destinations that I described	68.8
14	I am satisfied with my results Project-based learning models can improve my learning outcomes	78.1
15	I get real experience from applying the project-based learning model	84.4
Students' perceptions of the suitability of the Project-Based Learning model to the subject		74.38
16	I find it easy to work on travel description videos with a project-based learning model	65.6
17	The application of a project-based learning model makes the subject of specialization in tourism more interesting	75
18	The travel description videos I work on make the assignment even more real	84.4
19	The project-based learning model makes the subject of specialization in tourism more useful	84.4
20	In my opinion, the project-based learning model is appropriate for the subject of specialization in tourism	62.5

Data about students' perceptions of the implementation of Project-Based Learning in English for tourism class in terms of aspects of lecturer and student interaction, showed that the average students, or 72.8% answered agreed. This means that students consider that the implementation of project-based learning can increase the interaction and communication between lecturers and students. The highest answer was in question number 5, which was related to the increased courage to express opinions when project-based learning is implemented.

Data about students' perceptions of the implementation of Project-Based Learning in English for tourism class in terms of student interest in learning, showed that the average students, or 71.85% answered agreed. That assumed that through the implementation of Project-based learning they can increase their interest in learning. The highest answer was in question number 7, which was related to the enthusiasm for working on the project.

Data about students' perceptions of the implementation of Project-Based Learning in English for tourism class in terms of the aspect of understanding the material, showed that on average, 71.9% of students answered agree. This means that students assume that through the implementation of project-based learning, students understanding of the material being studied will increase. The highest answer was in question no.9 at 81.3%, which was related to understanding the project that must be done.

Data about students' perceptions of the implementation of Project-Based Learning in English for tourism class in terms of student learning outcomes, showed that the average student or 77.1% answered agreed. That is, students are satisfied with the value of learning outcomes. The highest answer is in question no.15 which is 84.4%, which is related to getting real experience when they are working on a project. This is in accordance with the initial goal of implementing Project-based Learning in the vocational study program, namely increasing practice so that students are able to get real experience in the field.

Data on students' perceptions of the implementation of Project-Based Learning in English for tourism class in terms of the suitability of the Project-Based Learning model for the subject, showed that the average students, or 74.38% answered agreed. The highest answers were on statements number 18 and 19, amounting to 84.4%, that is, thanks to the tourism

descriptive video that they made more real and felt the benefits. From the five perceptions above, it can be concluded that Project-Based Learning model gives some benefits to their learning process such as it can increase interaction between lecturers and students and between students, can increase students' interest in learning English, can increase students' understanding about the materials and can reach the learning outcomes.

Moreover, in conducting the project-based learning, the students become more independent, critical, communicative, and creative in working on projects. This finding is supported by Pham' research findings that PjBL motivates and develops students' creativity (Pham, 2019) and Faraouck's research study indicate that students can develop language skills and evaluation for presentation. Additionally, they show reduced communication anxiety (Farouck, 2016).

Challenges of the Implementation of Project-Based Learning

Based on the observation and interview between lecturers and students, it resulted that the students had some challenges in implementing PjBL. First, they had difficulty in concentrating to do the project because of many other assignments during the semester. Students overcome these problems by dividing the work with fellow group members and managing the timeline of work and project collection properly. As a result, they can complete many tasks and projects properly and on time.

Second, Students have difficulty in gathering information and knowledge. The implementation of PjBL online provides a big challenge for students. They are not in the same city, so they experienced difficulties in coordinating and discussing the project. However, they can overcome this by always holding a virtual group discussion through Gmeet. They do this to share information and knowledge with each other. They also search for information and knowledge through search engines. Finally, students are able to create an active academic environment by always conducting coordination in designing plans, implementation, and reporting.

Third, students need autonomous learning methods, especially in terms of mastery of language and IT skills. However, mastery of language and IT skills is not an instant process. To solve the problems, the students learn them regularly from multiple sources of knowledge such as handouts, ebooks, youtube, journals, and others. For creating a good video project, they must be mastering IT skills. They have already got this basic editing video from computer application class and they improve it with some additional editing skills from friends and the internet. Finally, the effect of this process, students are more independent, critical, communicative, and creative in working on projects.

Conclusion

The results of this study showed that there are some processes to implement PjBL in online learning. PjBL must be oriented on students' interests, varied skills, processes, and products. Therefore, it is very important to know the students' perceptions of the implementation of PjBL. The data showed that 77.1% of students are satisfied with the implementation of project-based learning. They also obtained 82.07 which means that students are able to achieve the learning outcome very well. Even though, they have already achieved their learning outcome. The implementation of project-based learning in English diploma program during online learning is very challenging. They faced some challenges to implement project-based learning in the pandemic era. They needed an autonomous learning method, especially in mastering language skills, knowledge, and IT skills. However, to obtain the scores and to solve the problems, the students independently discussed and worked together to find

out the solution. Effect of this process, students are more independent, critical, communicative, and creative in working on projects. Based on the positive findings, project-based learning becomes one of the alternative methods for assisting English diploma program students in acquiring 4Cs.

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Using Subject Positioning Theory to Investigate Reading Engagement among University Students

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Highlights

This study underlines the impact of subject position formation towards reading engagement that students experience when processing the information during reading

ABSTRACT: The core of this study is subject positioning that students develop when interpreting reading input a textbook. It is important as the ideological stance that the students develop from the interpretation of information they received. Adopting a qualitative phenomenology case-study approach, the authors set out to investigate the magnitude of reading engagement by technical engineering undergraduates. Six bachelor's degree students were chosen as purposive samples based on observed active roles as class representatives and as active learners in an English course that they have previously taken. Two chapters from a compulsory textbook of a mandatory course from the undergraduates' technical engineering programme called Innovation Management were chosen to explore their subject positioning and reading engagement aspects. The undergraduates were requested to actively read, interact and scribble notes if necessary during reading while their engagement via think-aloud protocol were recorded. The recordings were transcribed and analysed for evidence of subject positioning and knowledge processing with inter-rater and expert verifications on the identified themes. The findings show that the undergraduates actively undertake subject positioning to align and disalign with subject matter and information put forth by the textbook authors as evidence of moderate to active reading engagement and knowledge processing. Input from previous reading, general knowledge, current experience and previous work experience intertwine in functioning as sources of subject positioning and knowledge processing during the reading engagements.. These recommended efforts from this study will yield great benefits for undergraduates in their learning curve at the academia.

Keywords: Reading Engagement, Subject Positioning, Knowledge Processing, Undergraduates, Higher Education

Introduction

Engaged readers get immersed in their reading when they read for pleasure as well as to satisfy their curiosity. The information and knowledge discovered help them learn and achieve personal objectives as well as their strategic purpose either for enjoyment or for motivation (Guthrie et al., 2012). All these make reading become an effortless cycle of continuous improvement. Reading engagement refers to the state of being fully immersed intellectually and emotionally in a text and it is often discussed in educational circles albeit its importance often not receiving full cognizant from educators. Regardless of the inadequate treatment it is

receiving, engagement with a text is one of the most vital aspects of effectively teaching languages and many other subjects. Students with strong intellectual and emotional connections to a text will likely engage in substantive and meaningful class discussions and activities (Guthrie & Wigfield, 2000). These make studying more effective and enjoyable for them. Students who are engaged with a text are also much more willing to do extra work by reading advanced or difficult texts. The concept of ‘subject positioning of self’ by Davis and Harré (1990) develops into a reading thought process which comprise two categories namely alignment and disalignment. These two constructs represent readers’ stance towards the material presented in a reading source and the author of the content. Additionally, positioning scaffolds the reader’s decision to approve or disprove the theme or ideology construed in the visual and textual component of the material, and with the author of the material. Subject position encapsulates the overall impression and/or opinion expressed by the readers which could be identified from the visual text (illustrations, diagrams etc.), verbal text (words, sentences, numbers) that triggers responses. In relation to this, Cope and Kalantzis’ (2015) ‘knowledge process’ refers to eight main categories of thought process that readers experience in order to develop responses to reading texts and information sources. They are commonly used to identify and gauge quality of reading. Finding ways to tap into this sort of passion and engagement can help students successfully complete difficult texts in the classroom or tasks given. Studies show that students will work hard to read a text above their current reading level if they find it enjoyable and engaging (Ryan & Deci, 2009; Taboada-Barber & Klauda, 2020).

Luke (2003) highlighted that multilingual societies face cultural and linguistic diversity challenge in understanding educational participation and achievement of students. This is due to the assimilation, in terms of cultural and linguistic aspects which students bring with them to the classroom and to the learning process. This requires attention in the form of foregrounding in policies, material designs and instructions within the schooling system. This research context is highly relevant for many countries with multicultural societies like Malaysia as it focuses on the response towards teaching material selection and design. As proficiency is one of the indicators that assist researchers in understanding student comprehension of text during reading, it is important to consider the role of diverse proficiency level in reading comprehension.

There is also a need to emphasize the importance of researcher’s awareness, as highlighted by Luke (2003, p.3), whereby the ‘Others’ or underperforming students of the post-war period does not reflect the same group or population in the mainstream education system of the 21st century especially with the emergence of digital technologies and multi-literacies. When entering university, students experience a great shift towards autonomy in English language learning as English is no longer secluded to the language class but has become a medium of instruction for other courses as well. This forms a predicament faced by Malaysian university students as the language shift in the medium of instruction affects their motivation, self-esteem, and increases the fear of failure among others, as they embrace their independence as learners during tertiary studies and are expected to maintain the agency as autonomous learners when entering the workplace.

Educators often neglect reading engagement training and planning due to several constraints. It is one of those terms often discussed in educational circles, but whose importance is marginally treated as it might be perceived as an additional load to the many other existing demands on teachers' time and energy. The core of this research is analyzing the subject position that students develop when interpreting the input a textbook. Subject position can be understood as the ideological stance that the students develop, which is considered similar to beliefs that resulted from the interpretation of information they receive. It may also change over the course of a reading activity as subject position are not a fixed matter due to the influence of words, images and layout designed by the authors to attract the attention of the readers. The textbook utilised in this study is a Technopreneurship textbook entitled *Innovation Management* (Katan et al. 2015), written fully in English. The textbook is part of Technopreneurship (the integration of technology, innovation and entrepreneurship) course that all students of Universiti Kuala Lumpur (UniKL) must take as a compulsory university course to graduate. Even though content information and examples have been acclimatized to focus on Malaysian issues, transmission of information using English (i.e writing and presenting) may pose as a challenge for some students.

The research aims to understand how students, as the subject of the reading process, are able to position themselves in agreeing or disagreeing with the ideological theme of the textbook and indirectly of the authors'. This is undertaken by exploring reader engagement of a Malaysian university textbook entitled *Innovation Management* (Katan et al. 2015), written for a technical engineering university undergraduates. Specifically, the focused research questions are as follows:

- 1) What strategic knowledge do middle level proficiency students draw upon when reading?
- 2) What are the ways in which middle level proficiency students construct meaning from texts?

With reading engagement being central to this research, the definition of 'engagement' needs to be clarified first. Among the forefront of reading engagement research, Guthrie and colleagues (2012) had developed a reading engagement framework whereby engaged readers are defined as devoting time and effort to read and use strategies in reading together with background knowledge to learn from the text. Students with high levels of reading engagement are those who (a) are motivated to read, (b) use strategies when reading, (c) use reading as a way to construct meaning from texts, and (d) participate in social interactions around reading (Guthrie & Wigfield, 2000). This affects the motivation readers have during reading which leads to the expression of values, beliefs and goals related to the reading activity (Guthrie, et al., 2012). Taboada, Barber, Klauda and Wang (2021, p.3) further extend the specificity of engaged reading being that the individuals actively process text and effortfully manage reading challenges. This refers to the situation of an individual who is engaged in reading when they apply the skills and strategies from the current experience to shape the attitude toward future reading occurrence and to strengthen the rate of reading success.

For readers to engage with the text, Guthrie and Wigfield (2000) believe that they may read with motivation when comprehension as part of the key criteria, is present. Therefore, Snow (2002, p.11) defined comprehension as the "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". This

definition elevates the importance of understanding variability in linguistic knowledge and skills (proficiency) among readers. Primarily, differences in proficiency level opens for greater research encapsulation of learners' comprehension (successfully comprehending or otherwise) and production of the target language (Gaillard & Tremblay, 2016).

The concept of 'positioning' by Davis and Harré (1990) started with conversations as a point of analysis in which the conversational event illustrates how the individual places himself or herself as the 'agent' that may face social interactions and continue interacting in their social environment. The agent goes through the 'various discursive practices that they participate, observably and subjectively produce their narratives as coherent participants' (p.48). The unconscious habit of positioning is due to the intricate relationship between cognition and the construct of knowledge from individual experiences. Eckert and McConnell-Ginet (2003) suggest, that there are multi-functions in the subject positioning goals readers intend to achieve. Affirming this, Van Dijk (2007) states that the position individuals are placed in is driven by socio-cultural factors where they decide to conform or deviate from the social group identity that one wishes to associate. Through speech acts and conversational events, positioning theory appears more 'visible' as one expresses their chosen identity through the choice of words or linguistics styles that can be understood by others and affirmed of their association. However, Woolfe and Williams (2018) argue that belief change also occur through reading. This begs the question of the metacognitive awareness of individuals when they experience belief change after reading a text. Belief change usually occurs when one is confronted with a text inconsistent to his or her beliefs. The inconsistent texts more often than not, alter readers' beliefs or may trigger change of opinion as a result of their reading encounter (Murphy et al. 2003). Based on the positioning theory we could understand that in conversations, self-positioning relies on the role(s) that the speaker would like to assume based on his or her evaluation of the support present in the surrounding. This involves the inclusion of some people and exclusion of others (e.g. he/she/they, male/female/other/non-binary, father/daughter), the positioning of self into categories (e.g. as girl and not boy, or good girl and not bad girl) and recognition of other membership characteristics. Nevertheless, the concept should not be viewed as dissimilar in the realm of reading. Reading the chapters, students are placed as main subjects of the process (of reading), in which they will position themselves in *alignment* (agreement) or *disalignment* (disagreement) with the theme, idea arguments, or concepts, that the authors have designed and composed for the textbook chapters. In the think aloud sessions employed for data elicitation in this study, the students as respondents position themselves as readers and also 'dialogue' with themselves, and indirectly with the authors, to negotiate and eventually decide whether to accept or not, the information that they had read. If readers were uncertain to agree with the statements in the chapters, this is considered disalignment (disagreeing with author) due to not being entirely convinced of the truth or reliability of the information while having missing some other piece of information to it (Szarvas et al., 2012). The processing of disagreement of the information during reading may also engage domains of reader's literacy and knowledge, which assists the evaluation of reading engagement through the strategies deciding the position to assume. Hence, this research grounds the importance of evaluating reading engagement through a qualitative

approach with its objective to investigate reading engagement of students based on the subject position they developed when reading the two chapters of the textbook.

Method

Reading engagement can be investigated via qualitative study research design. Lee, Jang and Smith (2021) examined a range of methods where reading engagement is explored qualitative analysis, most common through the use of interviews (Schaefer, 2017), observations (Ivey & Broadus, 2007) and self-reports by participants (Applegate et al. 2014). The collected data from these methods then go through coding and identification of themes that surface from the responses of the teachers, students and the researchers' reading activity observation notes. Based on the think aloud responses as the main data source, the responses will be coded based on the themes of (i) subject positions developed and (ii) strategies applied during the reading experience (e.g. making inferences, utilizing background knowledge, critical analysis of information). From here, the pattern of subject positions and the employment of reading strategies will be evaluated through the engagement of cognitive processing that the students experience.

Courses like Innovation Management, Entrepreneurship and Technopreneurship are offered in line with the university's aim to grow as an entrepreneurial technical university and producing enterprising global technopreneurs as graduates (UniKL, 2022). From the 13 chapters included in the textbook, two chapters were selected based on the differences these chapters possess in terms of the visual and verbal elements included. As defined by Tan and O'Halloran (2012, p.2), visual elements refers to components that are represented 'in the form of visual images, such as photographs, drawings, graphic art and so on'. Verbal elements are texts in the form of words, sentences, phrases that may include headlines, slogans, brand and product names. Thus, the two chapters contrast where Chapter 2 exhibits highest visual texts presence and Chapter 12 highest verbal text presence. With the selection of two chapters from the textbook, the research utilized Davis and Bistodeau's (1993) think aloud protocol to evaluate students' engagement with the text by analyzing the subject position formed when they read the information in the chosen chapters.

Participants

The purposive sample for this study comprise six university students (S1, S2, S3, S4, S5 and S6) who had completed all bachelor's level English courses required by the university. They were selected for a think aloud session of reading two chapters of Innovation Management textbook. They have varied English proficiency level (high to low) but all were observed as active class representative and participative in the previously undertaken English courses. The variation in proficiency skills is pertinent as (i) the textbook is fully written in English which necessitates basic English language competence and (ii) to capture the reading engagement of students from a wider range of proficiency

Procedures

The students were given practice think aloud session to help them get adjusted and become at ease having to read out loud and record and the same time. The students had all opted for audio recording as they felt more comfortable and were not distracted by the presence of video recording device in the room. The practice sessions were done a few days before the actual recording using the selected textbook. They were also given the freedom to annotate during the reading session whether on the textbook pages or on a separate sheet. Based on Davis and Bistodeau's (1993) think aloud protocol, the students were encouraged to focus their comments on (i) the triggers of interest (verbal or visual), (ii) the current sentences' information value and the role of (i) or (ii), or both play in the understanding of the topics in the chapters. There was no time limit set and the students were taught how to use the recording device (start, pause and stop). This is due to the researchers not being in the room with the students when the think aloud session starts as per request of all participants. Nevertheless, this benefits the methodological aspect in avoiding research bias and reducing participant anxiety during the recording process (Berg, 2001). The students' think aloud responses were transcribed and categorized according to the subject positions *alignment* (agreement) and *disalignment* (disagreement). The two positions do not strictly point to one area of agreement or disagreement as the responses were analyzed to detail out the aspects of contention or agreement expressed towards truth value of the information and/or layout of the information in the chapters.

Findings and Discussion

Findings

The section of the article presents the aggregated findings unearthed from this undertaken study and its relevant discussion. Firstly, each of the student participant's demographic characteristics and criteria are described as below;

Table 1
Students Respondents' Profiling & Traits

Student	Profiling & Traits			
S1 (Male)	Malay language & English mastery	Average writing but orally fluent (B+)	Could code-switch	Has work experience (telecommunication).
S2 (Female)	Good mastery of Malay language & English/Kadazan	Good in speaking & writing (A)	Able to do multi lingual code-switch	Use full English with rich terminologies.
S3 (Female)	Good in social science & technical	Good in speaking & writing (A)	Refrain from codeswitching (bilingual)	Youngest in class , spent only 1 year preparatory.
S4 (Female)	Malay language & English mastery	Good in writing (A-) but poor in oral	Struggle to speak –impromptu. Avoided code-switching	worked hard , showed multiple drafts before submitting completed assignment.
S5 (Male)	Bilingual (Malay language & English)	Good in technical courses. Needs more practice & prompts during English classes (B+).	Selectively engaged in background knowledge in Chapter 2.	When prompted, he was able to elaborate better than other students' initial responses.

S6 (Female)	Bilingual (Malay language & English)	Weak in writing and speaking English (B-).	Write drafts & practice presentations before deadline.	Oldest - 26 years old. Spent 2 years in Diploma studies. Worked for 1 year as a factory technical assistant.
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Subject Position and Application of Strategies

As derived from the concept of self-positioning by Davis and Harré (1990), the positioning that students experience as readers in this research is termed as subject position, whereby the reader is the ‘subject’ in charge of the reading act and thought process that develops from it. Table 2 displays the subject positions of students when reading the information in the chapters. More importantly, to arrive at the specific positions, students had predominantly engaged their awareness of current events, past experiences and general knowledge during the think aloud sessions. This concurs with Cope and Kalantzis’ (2015) study that the known experiences (experiencing the known) of the students are integral in the formation of their voice and the building of their literacy towards the subject matter.

Table 2
Frequency of Subject Positioning (Think Aloud Responses)

Subject	Alignment (Agreement)	Disalignment (Disagreement)	Total Responses	Main Strategies Utilized
S1	5	3	8	Rely on previous reading, general knowledge, current experience, field expertise and previous work experience
S2	4	1	5	
S3	2	4	6	
S4	6	2	8	
S5	3	2	5	
S6	1	7	8	

Discussion

Alignment through background knowledge engagement

The definition of background knowledge from Kintsch (1998) refers to ‘all of the world knowledge that the reader brings to the task of reading’ (p. 216). Within it, Alexander and Jetton (2000) included that there exist a more specific and precise subset of background knowledge which is referred to as *domain knowledge*. In the think aloud responses, it presents how firstly, the students are engaged to retrieve information outside of the text towards prior knowledge; and secondly, the specific domains in their prior knowledge such as academic courses taken, historical knowledge and financial experience in daily life.

At university level, the students were able to read the chapters with the mixture of Malay language and English. In the process of developing their stance towards the truth value of the information, the think aloud responses recorded agreement with information when students utilize their prior knowledge. S1 exhibited his agreement when similarities of information overlapped with what he learned in previous semester’s course.

S1 R1: “*Process innovation, process innovation can be in the form of producing the steps taken to produce existing products of processes*”. Oh, this is just like, uh the, this is just like what we learn in design, Design for Manufacturing, DFM.

The alignment is clearly expressed even though ‘process innovation’ is something new to his knowledge. This term or topic may be something that he might not have been familiar with but as he continued reading, the detection of similarity with Design for Manufacturing course allowed for agreement of information to quickly happen. McNamara and Magliano (2009, p.302) attributed this as the manifestation of inference generation whereby the students connect the current information in the text (e.g. current sentence) to knowledge that is not in the text. This is called knowledge-based inferences. When knowledge-based inferences occur, especially that linked to student’s life experience, they displayed more exact reading responses or critiques.

S1 R2: Yes, innovation is the most vital weapon in increasing productivity of a country. This one I agree a thousand percent agree. Just look at how Japan rose, after they were attacked, the Hiroshima and Nagasaki atomic bomb attack by the U.S. After that they rose, they rose the country by innovating they're technology.

Further accessing his prior knowledge, S1 exerted the effort to recognize the prior information that he has accumulated about Japan’s post World War 2 history in order to develop relevance in his agreement. He accessed knowledge beyond the textbook, to extend his evaluation with a significant example such as Japan, having first disclosing the detriment of Hiroshima and Nagasaki bombing and after, mentioning technology as the component of innovation success for the nation to prove his point. Besides historical information, students also accessed their individual knowledge and experience to shape their agreement towards the information in the chapters. S4 showed background knowledge engagement in a greater detail after reading Chapter 2 about ‘Service Innovation’ which stated:

Excerpt 1 (Katan et al. 2015, p.20)

Service innovation is as important as product innovation, although not as popular. It is usually in the form of new service applications. This is because where innovation is concerned, it has always inclined towards product rather than service. Companies develop new business models or upgrade their existing business models by incorporating innovation on services rendered to their customers.

She responded as below,

S4: Like for me I'm using, I'm using this one company of telecommunication and nowadays, I'm using the bills. So nowadays I don't even have to, actually I'm never yeah. I went to the shop to pay my bills but most of the time I will just pay my bill online and even nowadays for the electric or water bill at my home I just said to my mother that no, you don't need to go to their office to pay your bills. You just can give it to me and I will pay it to you through online. Like it is much more easier, it is much more reliable.

When making sense of the idea about service innovation based on Excerpt 1, S4 conceptualizes her agreement by extending it further with examples from her daily life experience managing her bills. The *company* is replaced with ‘this one company of telecommunication’ and the *innovation on services rendered to their customers* is represented by her experience of paying her bills online instead of physically going to the company’s office to make her payment. Additionally, she provided evidence of utility companies such as water and electricity companies which also go through the process of service innovation, and other actors involved (i.e her mother) and the review of the experience being *easier* and *reliable*.

As Smith et al. (2021) argued, when accurate knowledge can be retrieved from the reader’s schemata, less time and effort for retrieval is required. This is vital in the understanding of reading engagement because of the influence it has on cognitive load of readers. Additional demands of active processing to retrieve information from memory increases the cognitive load during reading as readers are preoccupied in processing the text which may lead them to miss out on observable cues in the current sentences. In the case of S1 and S4, their ability to swiftly recall and make inferences of relevant background knowledge reduced the load in actively processing the text. Thus, it enables them to create a positive reading experience where the knowledge is evaluated as significant as they are able to critique the text they read. Afflerbach and Harrison (2017) emphasize this centrality towards engagement as readers, especially the students as they need to be situated within their zone of proximal development (Vygotsky, 1978) to promote motivation and engagement. Subject position may not seem like an elaborate process that these students thought of, and rather looks automatic, such as the response by S5 below :

S5: We can use social media for marketing purpose, yah obviously. This era need Facebook to market our business.

The knowledge of social media application seems obvious to S5 as he is a frequent user of social networking sites such as Facebook. However, the rationale is understood not just by him, but also supported by agreement when S3 similarly mentioned it in her response.

S3: ...companies could deal directly with customers via social network applications because social network applications are only used to advertise their product or service. But ah they deal with the customers with other telecommunications platform (too) such as WhatsApp or email.

S5’s awareness of the importance of social media to market is based on the prominence that Facebook, WhatsApp and other platforms play in marketing. This is evident from the sponsored advertisement banners that appear in social media homepage or ‘news feed’. S3 extends this awareness with the inclusion of WhatsApp which is a messaging and news sharing friendly application that is also pervasively used in today’s consumer behaviour. The multidimensional interaction of marketing and customer service (*deal with customers*) engages the students’ awareness of their current environment and network of bonds among the

knowledge, strategies that they know of. This also includes their role in the social community namely being customers and users of social network applications. Thus, as Guthrie et al. (2000) state, this diminishes the reading anxiety of information unfamiliarity and instead engages the readers in the area of future investigations of oncoming information in the text.

Disalignment via utilization of current experiences/mastery in certain fields

All of the students involved possess varying levels of proficiency in English. From the think aloud responses, the researcher observed different respects of disagreement expressions among the mixed proficiency group of students. When reading Excerpt 1 (Katan et al., 2015, p.20), S1 developed a disaligned subject position with the information with strong affirmation based on his current working experience.

S1: Service innovation, service innovation is as important as product innovation, although not popular, service innovation is as important as product innovation, although not popular. This is not true because apart from being a student I am, I am a part time businessman as well and I provide service, and I provide innovation service but in my opinion this is quite popular, popular innovation part.

He addressed the misconception of information present here as he reaffirmed this using his current work experience as justification. Although in disagreement with the author's statement that product innovation holds more weight, this does not negatively affect his engagement to the text. S1 proceeded to carefully select the suitable argument to explain why he disagreed and invested to strengthen the argument. He mentioned his positions, as a student and a working adult, to purposefully analyse the value of both product and service innovation in the real world context. The construction of reality is built upon what individuals choose to notice, such as their positive characteristics or mastery in certain skills or field (Liao & Wang, 2011).

Here, the duality of being a student who works part-time provided S1 with empowerment as the skills that he possesses at the time fits into the argument presented. He demonstrates willingness to utilize the mental effort to comprehend and form his subject position, disagreeing with the information, to accomplish his perspective of comprehending the text. Guthrie et al. (2012) highlighted that cognitive engagement presents itself when students are invested in the reading, being purposeful and willing to exert the necessary effort to achieve comprehension of the text. It is therefore important to highlight that students' reading engagement is also stimulated even when in disagreement with the information that they read. The students in their reactions to the subject matter of the chosen text utilized main strategies namely utilizing current experience, general knowledge, previous reading and work experience and relying on mastery in certain field.

Conclusion

The findings from this present study on subject positioning and knowledge processing in gauging readers' engagement has a lot of transferability to other tertiary situations with similar contexts. The study shows that reading engagement can be viewed as operating in a continuum

with different levels. At each of the level, the reading engagement components may shift based on various aspect such as the background knowledge and experience of the readers. Reading engagement is crucial to reading enjoyment, and it is a vital component towards success in learning. The findings also justify the reasons for reading engagement to be very significant and it needs to be cultivated in students. It should also be encouraged by educators as part of the content and activities within any designed curriculum and lessons.

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