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BRINGING MALL BEYOND THE WALL: RETHINKING ONLINE LEARNING PRACTICES IN INDONESIAN HIGHER EDUCATION

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Abstract

MALL implementation in online learning practice has raised discussion on the possibility of developing learning beyond the classroom. However, online learning circumstances in Indonesia require special attention since this sudden shift of learning methods poses various challenges for teachers and students unfamiliar with this agenda. Therefore, this study reviews related and significant studies on online learning practice in Indonesian higher education. The selected samples were categorized and analyzed to understand the current circumstances of online learning in the Indonesian EFL context and examine the feasibility of learning beyond the classroom (LBC) to be developed in Indonesia. The results indicate that the online learning situation in Indonesia opens a wide opportunity for the development of LBC. Still, several aspects need further consideration and examination to achieve quality English language learning in an online environment. It is recommended for future researchers in the same field to further investigate LBC activities during online learning practice in Indonesia with the help of MALL.

Keywords: *Online learning, Mobile-related language learning, Self-directed learning, Learning beyond the classroom*

INTRODUCTION

Implementation of mobile technology in the educational realm has emerged significantly in Indonesia, particularly after online learning became a “new normal” due to the Covid-19 pandemic. This situation leads to the arising discussion on the possibility of developing learning beyond the classroom with the help of mobile technology (Nugroho & Atmojo, 2020). Mobile technology has been used worldwide due to its flexibility, accessibility, and portability (Almadhady et al., 2021; Kukulska-hulme, 2021). Moreover, students nowadays who are considered as “digital natives” generation (Stockwell, 2013) are more likely to use mobile technology in their

daily activities. Students are also observed to use mobile technology to learn language mostly outside of the classroom (Nugroho & Triana, 2021). As a result, bringing Mobile-assisted language learning (MALL) beyond the confined classroom wall has become a rising topic in a recent shift in learning situations. Online learning is believed to support students in experiencing learning beyond what traditional classroom-confined learning can offer (Zeng, 2018).

Since the Indonesian government announced a social distancing regulation in March 2020, students were directed to study from home (SFH), which started the rising topic of learning beyond the classroom. The demand for the use of technology has increased extensively during SFH since it is commonly referred to as online learning (Ariyanti, 2020; Nartiningrum & Nugroho, 2020). This kind of learning initially provides an opportunity for students to learn anytime and anywhere since the learning can be conducted asynchronously (Reinders & Benson, 2017). However, it is reported that commonly, the online learning activities carried out by the teachers were quite similar to the traditional learning activities in general (Atmojo & Nugroho, 2020). This situation is influenced by various factors, including the need to adapt to the use of emerging technology to manage online learning activities efficiently (Krishan et al., 2020).

Learning activities in an online environment mostly occur in the out-of-class setting where students and teachers feel convenient. In this kind of environment, the learning strategy offers notable benefits, including accessibility, flexibility, and the improvement of digital literacy skills for the students. In addition, online platforms that can be accessed anytime and anywhere accommodate the diverse needs of the students and support continuous education. This out-of-class setting is included as one of the dimensions of LBC, namely location, although it is not the only dimension to be considered (Reinders, 2021). In addition to the dimension of location, other dimensions of LBC proposed by Reinders (2021) include formality, pedagogy, and control. Although technology is not the key element for LBC, its implementation on LBC may encompass a broader “location” span, cover formal learning situations, entail both self-instruction or teacher-instruction and may be autonomous or directed learning. Among all technologies, mobile technology proposes plenty of perspectives to support learning beyond the classroom due to its unique features (Reinders & Benson, 2017).

Research on MALL implementation to facilitate online learning has been widely reported in Indonesia since the distance learning mandate was enacted. Most studies explore the perspectives of both teachers and students on the benefits and drawbacks of MALL implementation in online learning (Ali, 2021; Hermanto et al., 2021; Kusuma, 2022; Laili & Nashir, 2021; Lusiyani & Dara Anindya, 2021). However, only a few directed attention to the potential of MALL implementation to enhance LBC (Nugroho & Atmojo, 2020). Hitherto, LBC remains regarded by teachers as a complementary or an extension of classroom learning (Reinders & Benson, 2017), while it promotes autonomous learning in a more authentic context (Viberg & Kukulska-Hulme, 2022). In this light, the present article reviews significant and relevant articles on the MALL implementation in the online learning practice in Indonesian higher education published following the enactment of distance learning regulation. It aims to explore opportunities for LBC to be developed by implementing MALL in online learning practice in Indonesia.

MALL implementation in Indonesian EFL online learning practice

Online learning is widely defined as a learning practice with the help of digital technologies,

including mobile technology. Unsurprisingly, mobile technology has gained more popularity in online learning due to its flexibility, accessibility, and portability (Ali, 2021; Kukulska-Hulme & Viberg, 2018; Solihin, 2021). In this vein, MALL is believed to be a suitable strategy to support a recent educational shift in Indonesia. Moreover, in addition to providing social interaction in a wider context (Ali, 2021; Burston, 2014; Jeong, 2018), MALL also encourages students to enhance their noticing ability, enables them to learn from their mistakes (Krishan et al., 2020) that can be useful to support self-regulated learning.

Self-regulated learning, or in many cases termed autonomous learning, is commonly involved in the practice of online learning. However, the online learning practice in Indonesia is not considered to be aligned with that agenda. It is most likely to only shift the offline learning activities into fully online activities, with fixed schedules and teacher-led instruction (Nartiningrum & Nugroho, 2020). Online learning practice in Indonesia is conducted in a similar way to traditional offline learning or merely moves the activities into an online setting. In this light, the learning material, strategy and outcomes remain the same despite shifting the learning dimension. Students are also found to keep relying on the teacher's instruction during online learning activities (Atmojo & Nugroho, 2020), hindering self-regulated learning ability development.

Appropriate use of ubiquitous technology is an effective strategy for constructing a quality online learning practice in Indonesia to maintain its efficacy for self-regulated learning. Shadiey, Hwang, and Liu (2018) and Subekti and Kurniawati (2022) have pointed out the potential of mobile technology utilization to facilitate autonomous learning, highlighting its unique features, including access to a wide range of resources and flexible time and space to access learning materials. Mobile technology is best incorporated into MALL to aid language learning in an online environment. In the Indonesian setting, MALL implementation is believed to direct online learning practice to its optimal potential by providing students with opportunities to learn beyond the bounded space and restricted time of the classroom (Alotumi, 2020; Tragant et al., 2021).

A hanging question on the MALL implementation in the Indonesian EFL online learning practice lies within the opportunities to bring MALL beyond the confined classroom "wall". Since online learning practice in Indonesia is unplanned and implemented with no adequate training for the teacher and students (Nartiningrum & Nugroho, 2020), changing this practice into a learning dimension beyond the classroom is quite challenging. Although previous studies reported that mobile technology proposes plenty of perspectives to support learning beyond the classroom due to its unique features, its affordances and influences to encourage LBC have yet to be recognized completely (Reinders & Benson, 2017). Therefore, this study attempts to seek the opportunity to bring MALL beyond the classroom by scrutinizing the online learning practice in Indonesia during the pandemic period.

Learning beyond the classroom: Is it feasible?

Utilizing MALL to support the online learning practice in Indonesia creates room for the development of learning beyond the classroom. Many scholars define LBC as a learning strategy that takes place outside of a traditional classroom setting (Reinders & Bailey, 2021). In the current technological advancement, mobile technology is considered to bring additional benefits to language learning with its flexibility to access materials anytime and anywhere (Godwin-Jones,

2021), thus facilitating learning beyond classroom activities.

The key point of learning beyond the classroom lies within the location of learning that can happen outside of the traditional classroom setting. However, Reinders and Benson (2017) stated that LBC is not only confined to one dimension (location) but rather needs to consider four dimensions. Reinders (2021) proposed four dimensions of LBC: location, formality, pedagogy, and control of the decision-making related to learning. MALL, by enabling learning anytime and anywhere in both formal and informal learning environments and supporting self-directed learning, provides an encouraging environment for LBC development. Reinders and Benson (2017) further highlighted the importance of self-directed learning ability for effective engagement in LBC activities. Thus, making LBC and self-directed learning an intertwined element in online learning.

MALL implementation in online learning allows students to access various learning resources that accommodate their needs and preferences. Among all accessible resources in mobile technology, social networking sites (SNSs) are observed to be a potential tool to facilitate learning beyond classroom activities since they are mostly free and easy to access (Nugroho & Triana, 2021). Students nowadays can be said to be attached to SNSs since they use it every day, especially messenger applications such as WhatsApp, Telegram and Line. They use those SNSs for various reasons, but it is dominated by the opportunity to engage in communication and social interaction in an authentic environment (Amin & Sundari, 2020; Shariffuddin et al., 2017). Teachers are also found to take advantage of the SNS's popularity among students by using it as a tool to share materials, manage learning, and interact with their students outside of the classroom (Atmojo & Nugroho, 2020). It is inferred that MALL implementation supports LBC activities that engage students in an authentic environment that encourages the use of real language, thus facilitating the students to learn language more efficiently (Shanthi & Jaafar, 2020).

Although many studies have reported the efficacy of MALL to support learning beyond the classroom (Alotumi, 2020; Atmojo & Nugroho, 2020; Birdsong, 2006; Mutiaraningrum & Nugroho, 2021; Tragant et al., 2021), literature covering its feasibility in Indonesian EFL online learning context remains limited. Reflecting on the real condition of online learning in Indonesia, there is a need to rethink the online learning practice in Indonesia to accommodate LBC activities for quality online language learning. The following research questions are proposed to guide the present study:

1. What are the trends of online learning in Indonesia?
2. To what extent does MALL facilitate online learning in Indonesia?
3. What is the feasibility of learning beyond the classroom in the Indonesian EFL context?

This article specifically aims to investigate empirical or conceptual studies on online learning in Indonesia. A sample of published articles on the relevant topic was identified and analyzed to answer the research questions comprehensively. Several measures to avoid arbitrariness and subjectivity were taken in selecting the sample. The publication period was narrowed down between the 2020-2022 period during the enactment of online learning regulations in Indonesia. The keywords used to search the publications were related to online learning and the Indonesian EFL context (i.e., mobile technology, MALL, self-regulated learning, and online learning in Indonesia). To formulate the review to be more contextual, another boundary was set by considering only the publications in the context of Indonesian Higher Education. Higher

education context is chosen because the research in this area reported a higher level of readiness for implementing online learning from the students and teachers.

Since hundreds of publications were found within the bounded period, keywords, and context, only articles published in journals indexed by SCOPUS, SINTA, DOAJ and Google Scholar were included. A total of 40 articles were initially collected after comparing the title and abstract with the determined criteria. Then, after further investigation of the methodology and discussion sections of the articles, only 18 articles were selected as the final sample. The sample was categorized into two key groups: the online learning situation in Indonesia and MALL implementation in online learning.

DISCUSSION

This study aims to investigate the online learning practice in Indonesia and examine the feasibility of LBC development in MALL implementation during online learning. The study found that this area was limitedly explored by scholars when researching online learning in Indonesia. Three major topics are discussed in the following subsections to answer the research questions.

Trends of online learning in Indonesian

Shifting the learning from a conventional face-to-face activity into a full online activity is very unexpected and challenging for both teachers and students in many countries. In Indonesia, this sudden change of learning method is not only challenging but also bringing along various problems given that teachers and students are unfamiliar with online learning activities. This study found that the circumstances of online learning in Indonesia are complicated. The implementation of online learning was considered as the only option in the learning situation amidst unexpected circumstances, such as the global pandemic (Rosyada, 2020). However, the readiness of both teachers and students in Indonesian higher education remains unclear, particularly those in rural areas (Kusuma, 2022).

Hence, many studies have started to explore teachers' and students' beliefs and perceptions on their readiness to learn a language in an online environment. It is important to understand teachers' and students' readiness for online learning implementation since it will greatly affect the effectiveness of the learning activities (Mutiaraningrum & Nugroho, 2021; Syafryadin et al., 2022). Studies exploring their perspectives mainly reported positive perceptions of teachers and students on implementing online learning in Indonesia (Mulyani et al., 2021; Nugroho & Triana, 2021; Omar et al., 2021). However, challenges and negative perceptions of its implementation were inevitable since online learning was a new experience for many of them (Mulyani et al., 2021).

Syafryadin et al. (2022) addressed this issue in their article. They reported that although teachers were perceived to be ready to construct autonomous learning in online English learning, they preferred face-to-face activities. It was revealed that teachers mostly desired to interact directly with their students and perceived that online learning did not accommodate direct interaction in the same way as offered by traditional face-to-face learning. A similar disparity was also experienced by the students toward online learning. Mulyani et al. (2021) particularly investigated the perception of online learning from the students' lenses. Students who participated in this study

argued that learning English using online learning platforms was attractive and challenging at the same time. Some students mentioned that online learning offered an opportunity for new learning experiences and an opportunity to experience technology advancement, as well as foster critical thinking. However, some others reported that they were unfamiliar with the learning materials and had difficulty adapting to the technology use, which hindered the acquisition of language learning.

The conflicting perspectives of online learning implementation in Indonesia, especially during the strict enactment of study from home (SFH) period, required further investigation on what the teachers and students need to make online learning more effective. A strategic solution is required to accommodate both teachers' and students' needs in implementing online learning since it remains the best alternative for learning amidst unpredictable situations due to unexpected reasons such as the global pandemic. It can be in the form of preferred devices or tools to be used in online learning that teachers and students can easily access in any circumstances. In this regard, Amin and Sundari (2020) investigated students' preferred applications and platforms during online learning. Based on the survey conducted on 140 university students, it was found that WhatsApp was the most preferable tool among other tools for online learning. It further explained that WhatsApp was included as a handy mobile application and easy-to-use tool both synchronously and asynchronously. This study also reported that students mostly use WhatsApp outside of the classroom, and inferred that technology used outside of the classroom was beneficial to support English learning and autonomous learning.

WhatsApp application was also preferred by teachers in rural areas of Indonesia as reported by Kusuma (2022). Teachers in this study mentioned some considerations in selecting technological devices used for online learning, such as ensuring the technology ownership by their students. Therefore, WhatsApp is preferred over other technological tools as it is believed to be a familiar tool by students who owned and used WhatsApp even before the implementation of online learning. In addition, teachers also benefitted from the use of WhatsApp since they could interact with the students outside of the classroom, which was helpful for their teaching management.

Therefore, answering the first question about online learning trends in Indonesia, the teachers were found to have attempted various measures to facilitate online learning. Conflicting perceptions were observed, especially related to the unequal access to technology. In addition, the trend of online learning practice in Indonesia leans towards the use of familiar, daily use of social networking platforms such as WhatsApp in facilitating learning activities.

MALL to facilitate online learning in Indonesia

Online learning is not merely moving offline activities into the online environment. It requires technological knowledge in addition to the content and pedagogical knowledge. Technological knowledge includes selecting the most effective technological tool that suit the needs and preferences of teacher and students. Previously, WhatsApp was reported as the most preferable application to support online learning. Considering that WhatsApp is one of the mobile applications, MALL is inextricable from the online learning practice in Indonesia. Its affordances and challenges have been explored to ensure its feasibility in establishing effective online learning (Lusiyani & Dara Anindya, 2021; Santoso, 2021).

In regard to MALL implementation in online learning, Maulina, Nasrullah, and Wanci (2022) study reported that students preferred cheap and user-friendly social media platforms to aid their English learning by watching and listening to English videos. Social media platforms were preferred as they can be easily accessed from mobile devices and provide real-life language experience to help students learn English autonomously outside of the classroom. In addition, social media also enabled the students to connect and communicate with others at ease and in a more accessible way in flexible time and space.

Sakkir et al. (2021) study reported similar results on the use of social media for online learning. They revealed that generally, the students were perceived to possess a high motivation to learn English in online environment, but the materials provided by their teachers were not fully authentic. Social media, such as Facebook, Instagram, Twitter, and so forth, were perceived by the students to facilitate an authentic language learning environment during online learning practice. Therefore, it recommended that material developers consider Facebook-based learning material that can be accessed easily and provide an authentic language learning environment.

Research on the use of Facebook to support language learning was countless but remains limited in the particular context of the present study. Santoso (2021) attempted to investigate the Facebook closed group utilization for EFL online learning. It reported that students perceived the Facebook close group as a convenient, practical, and beneficial tool for online learning. The flexibility and exclusivity of Facebook closed group makes it as an effective platform to accommodate class interaction, creative work, and ideas expression.

Another important factor in how social media is preferable by students is because it can be downloaded for free. Financial problem is constantly mentioned as a hindrance to online learning implementation in Indonesia (Lai et al., 2021). However, although free-to-use applications were widely preferable in online learning, their efficiency must be investigated to ensure successful online language learning. In this light, Rosyada (2020) attempted to explore the use of one of the free applications, namely Google Classroom, to teach EFL to undergraduates. The survey reported that students perceived that using Google Classroom facilitated the process of learning in an online environment. This application was perceived to be helpful in supporting learning with its unique features, including a simple interface and easy direction.

In another study, Rosyada and Sundari (2021) took the use of Google Classroom even further and investigated its feasibility in supporting the academic writing development of the students. The students were reported to fully support the use of the Google Classroom application since it helps to enhance their ability in academic writing. Despite the students initially perceived to be unfamiliar with the learning activities from home, they were found to have no significant problems after being provided with sufficient time to familiarize themselves with the online learning application, in this case, Google Classroom.

The findings implied that MALL implementation significantly influenced online learning practice in Indonesia. From the use of mobile devices to mobile applications, it can effectively facilitate language learning in an online environment. With adequate support and attention to the teachers' and students' needs, MALL has the potential to take the online learning experience beyond the conventional learning environment.

The Feasibility of LBC in the Indonesian EFL context

Regarding the use of technology outside of the classroom, Nugroho and Triana (2021) reported a contemplative finding that students were found to practice learning less when using digital technology beyond the classroom. Although most students positively perceived the digital technology used for online learning, others argued that digital learning activities were ineffective since they were often distracted during the learning activities. Moreover, some factors, such as limited access to digital devices and internet connections, also hindered students' experience in learning beyond the classroom using digital technology.

Other studies conducted in the Indonesian EFL online learning setting brought along some implications, including for learning beyond the classroom potential development. However, only a few directly examined the feasibility of MALL to bring online learning beyond the classroom "wall". Although studies such as those conducted by Laili and Nashir (2021) and Mulyani et al. (2021) provided evidence that MALL implementation during online learning facilitates the learning to be conducted in flexible time and space, no further investigation on how to take advantage of this flexibility for LBC development.

Learning that can be conducted in a flexible location has met one of the requirements of learning beyond the classroom: the dimension of location. However, other dimensions of LBC also need to be investigated to ensure that it is feasible to be developed in the Indonesian EFL online learning context. Many studies have reported how MALL use in online learning significantly fosters autonomous learning (Amin & Sundari, 2020; Maulina et al., 2022; Syafryadin et al., 2022). It inferred that the students have control over their own learning during online learning. However, Mulyani et al. (2021) in their study denoted that the shifting in learning setting from face-to-face to full online affected the students and teachers to be confused with their roles. Although students were found to be more autonomous in learning online with the help of technology, teachers' support and guidance remain indispensable, particularly for students who are unfamiliar with the technology used for online learning.

To answer the last research question on the feasibility of LBC in Indonesia, it can be concluded that Indonesia is open to opportunities for LBC development in an online learning environment with the help of emerging mobile technologies. Students and teachers were observed to be more familiar with the online learning activities in current situations, although they were reluctant in the beginning. Teachers and students were found to be more comfortable with online learning activities. Students were also provided an opportunity to self-direct their own learning, which is completely different from the usual teacher-directed classroom during offline learning. However, to effectively bring MALL implementation in online learning beyond the classroom, two other LBC dimensions also need to be considered carefully: learning formality and pedagogy. Online learning in Indonesia remains bound with formal education since it is implemented as a substitution for formal face-to-face learning. Considering that LBC is usually bound to happen in an informal context, this dimension needs careful consideration for the future development of LBC in Indonesia. The same goes with the learning pedagogy. In this case, teachers must carefully determine what needs to be achieved by the students during LBC to avoid overlapping learning materials.

CONCLUSION

According to the previous studies conducted on the topic in the Indonesian EFL context, there is a high possibility of developing LBC within the implementation of MALL during the online learning practice. However, several aspects must be considered and examined further to achieve quality English language learning.

This finding indicated that the online learning circumstances in Indonesia is not in any way near a perfect implementation. Disparity in the readiness and beliefs towards its implementation resulted in less effective implementation of online learning. Although teachers have attempted to use various measures to facilitate online learning, the trend of online learning practice in Indonesia remains leaning towards using familiar social networking platforms to facilitate learning activities.

Furthermore, online learning practice in Indonesia is considerably influenced by MALL. With adequate support and attention to the teachers' and students' needs, MALL has the potential to take the online learning experience beyond the conventional learning environment. However, online learning practice in Indonesia only meets two of the LBC dimensions mentioned by Reinders (2021), namely location and control. In order to bring MALL beyond the wall in Indonesia effectively, two other LBC dimensions (learning formality and pedagogy) need to be investigated further to ensure that online learning circumstances can accommodate LBC development.

This study offers insight into the research conducted in the Indonesian EFL online learning setting, which focuses on the MALL implementation and potential to develop LBC. Although many studies published during an emergency period of SHF enactment have discussed a lot about online learning enactment in English language learning, not many of them particularly addressed the issue of learning beyond the classroom. The circumstances of online learning in Indonesia open a wide opportunity for the development of LBC. Therefore, future studies are suggested to investigate LBC activities during online learning practice in Indonesia with the help of MALL.

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PRE-SERVICE TEACHERS' UNDERSTANDING ON DESIGNING ENGLISH LEARNING MATERIALS USING PORTFOLIO

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Abstract

The success of the teaching and learning process depends mainly on well-designed and efficient resources. Thus, teachers' ability to design suitable and effective learning materials is pivotal in making the process successful. Even before becoming real teachers, they are compulsorily responsible for understanding material design. This study aimed to assess the participants' understanding of designing learning materials using the portfolio assessment as a component of the learning process. Through the qualitative approach, 13 participants were involved. They are students—preservice teachers—who are still studying at the English Department, Universitas Serambi Mekkah, Aceh, Indonesia. The instruments used were initial interviews, questionnaires, and triangulation interviews to enhance the primary data. In data collection, participants were asked interview questions to assess their understanding and perception of suitable instructional materials. They had 15 minutes to complete questionnaires and were interviewed again for 10 minutes. The data analysis then went on using interactive analysis. The results show that, on average, 11 out of 13 participants did not understand designing good learning materials. Then, regarding their agreement on the effectiveness of the portfolio, they mostly agree on this statement. In conclusion, portfolio assessment is worth trying to enhance the preservice ability in designing good and effective learning materials for language teaching and learning.

Keywords: *English learning materials, English teachers, Pre-service teachers, Portfolio*

INTRODUCTION

Since language education is a dynamic and continually evolving field, innovative solutions are required to raise the competency of pre-service English teachers. Among the most crucial elements of teacher preparation is the creation of effective teaching tools (Wulandari, 2019). This is a vital competence since the design of well-made materials can significantly influence students' level of interest and comprehension (Sufiyandi, 2020). Portfolio evaluation has lately been an interesting approach to improving the ability of pre-service English participants. The focus of portfolio assessment on documentation, reflection, and iterative development offers a controlled yet flexible framework that aligns very effectively with the goals of teacher preparation.

A portfolio assessment is the methodical collection of student work over time, revealing their efforts, development, and successes. This method promotes self-reflection and continuous improvement, given the complete picture of a student's competencies. Self-evaluations, peer reviews, reflective journals, lesson plans, and instructional materials could all find a place in portfolios for preservice English teachers. Using portfolio assessments, these teachers showcase their work and scrutinize the design of their teaching strategies and resources.

Among the key advantages of portfolio evaluation in teacher preparation is its ability to support reflective practice (Den Brok et al., 2002). Reflective practice is essential for professional development since it systematically helps teachers evaluate their benefits and drawbacks (Subekti, 2019, 2020). Pre-service participants are pushed to examine their instructional decisions and material design techniques as they compile their work into a portfolio. By this introspection, they better understand areas for improvement and effective instructional strategies. After some consideration, a teacher might find, for instance, that certain teaching materials were not appealing enough for the pupils; in such case, they would reorganize those materials better to satisfy the needs of the several learning styles.

Furthermore, encouraging more tailored learning is portfolio evaluation. Pre-service teachers come from diverse backgrounds and have diverse experiences and skills. Portfolios enable them to document their unique pathways and underline their distinct knowledge (Douna et al., 2015). This tailored method helps every participant grow and be valued, fostering motivation and responsibility. Pre-service participants are, therefore, more likely to commit time and effort to produce outstanding teaching materials that reflect their teaching ideas and satisfy the needs of their future students (Garrett et al., 2011).

Learning Materials in Language Teaching

The success of the teaching and learning process depends primarily on well-designed and efficient resources. Materials shape learning instructions, engage students, and support learning. Dealing with instructional objectives and different student needs depends on knowing material design and selection. Textbooks, for example, methodically teach grammar, vocabulary, reading, writing, speaking, and listening (Laurillard, 2021). Well-designed textbooks sometimes have online extras, workbooks, and teacher's manuals. With these tools, teachers may plan and present coherent lessons. Textbooks might not satisfy every student's need, so depending on them can be limited (Boonen et al., 2014). Digital technology has changed tools for teaching languages. Digital resources are e-books, language learning apps, online exercises, interactive

websites, and virtual classrooms. Nonetheless, digital resource efficacy depends on material quality and fits into a comprehensive instructional strategy. Videos, podcasts, and interactive whiteboards are still tools teachers can use to assist in language instruction, but teachers must make the learning process more interesting to keep students involved throughout.

Primary learning materials, flashcards, workbooks, games, and role-playing activities support language abilities (Harsono, 2017). Flashcards support memory and vocabulary. Customized worksheets let pupils practice more. Language games support fun and active learning. Role-playing real-life dialogues helps students become confident and fluent. All of these kinds of materials demand that teachers be accountable for their excellence, as well as their presentation and organization (Yunus, 2020).

Making decisions and designing adequate learning resources becomes tricky considering all the factors (Singh et al., 2021). Teachers must weigh the relevance, appropriateness, and conformity with materials' curriculum standards and learning objectives (Saleem et al., 2021). To serve a varied student body—including special needs children—teachers must consider material accessibility and inclusion carefully. Making original materials calls both time and money for teachers as well. Striking a mix between custom materials and current resources calls for imagination. Teachers can overcome these obstacles and improve their material design skills through professional development and cooperation.

Portfolio Assessment

Portfolio assessment tracks and evaluates student work. It shows student growth, accomplishments, and areas for improvement (Marsegi et al., 2023). This strategy promotes introspection, self-evaluation, and active learning in teacher preparation. Portfolio assessment relies on formative evaluation, emphasizing feedback and development over judgment. Written assignments, projects, lesson plans, reflective journals, and multimedia presentations demonstrate student growth. Teachers can assess a student's skills and growth by evaluating both process and result with this comprehensive method (Mantra et al., 2021).

Portfolio assessments help teacher development. Portfolios demonstrate students' skills, knowledge, and abilities through work and learning reflections. This method encourages students to evaluate their education, identify their strengths and weaknesses, and plan for improvement (Tong, 2023). Professionally growing preservice teachers need this reflection. Portfolio assessments encourage student ownership and learning through choice and review. Portfolios give students personalized feedback based on their learning path. Since portfolios are longitudinal, teachers and students may track progress and identify areas for improvement. Portfolios show achievements and opportunities for improvement, interacting with participants, parents, and others.

Portfolios must be reviewed numerous times to ensure efficacy and learning goals (Mues & Sorcinelli, 2000). Planning, artifact acquisition, reflection, evaluation, and critique are involved. Portfolio assessment begins with careful planning and goal-setting. Selecting talents and creating portfolio objectives is up to teachers. These goals should explain portfolio goals and artifact selection and evaluation criteria to students. The portfolio in a teacher preparation program may emphasize lesson planning, classroom management, and reflection.

Students collect evidence representing their growth and study. Homework, projects, lesson plans, classroom observations, and multimedia presentations are artifacts. Artifacts must meet criteria and goals (Mahardika et al., 2024). Students should choose documents showing their best work, learning, and growth. Regular entries keep the portfolio current. Reflection is needed for portfolio review. Students should frequently review their chosen materials, reflecting on what they learned, how they applied it, and their obstacles. These concepts can be documented in notes, articles, or videos. Teachers might ask questions or give tips to encourage more profound thought. Students could evaluate a lesson plan, identifying what worked, what should be improved, and how.

Portfolio grading uses comments. Teachers should scrutinize concepts and objects. This critique should identify strengths, weaknesses, and growth opportunities (Hamilton, 2020). Encouragement of students to improve their work after feedback will aid progress. For instance, lesson plan comments can highlight successful methods and suggest alternatives for classroom conduct. After the assessment session, students review their portfolios to make any last-minute revisions and prepare for the presentation. This could be a formal speech, digital exhibit, or summary. At the final review and presentation, students can demonstrate their progress, clarify their understanding, and celebrate their triumphs.

Although portfolios help, they address specific challenges. These include time and cost constraints, consistency and objectivity guarantee, student portfolio building, and digital portfolio technology. Working with colleagues to share materials and opinions, asking students about their interests and preferences, and using technology to create interactive and multimedia-rich portfolios can help teachers overcome these problems. Schools and other learning institutions should provide staff development opportunities (Boholano et al., 2022).

As the niche of this study is vital to present, pre-service teachers in this study refer to students who are still studying in the 7th semester—who were involved in the Microteaching Course—at English department students of Universitas Serambi Mekkah, Aceh, Indonesia. Understanding portfolio assessment can aid them in producing effective materials; another is still much needed for preparation. Still, they regularly face various difficulties while creating instructional tools from portfolios. Their inexperience is one of the main problems. Preservice teachers might have little experience producing successful and enjoyable teaching resources as they are still in their early employment phases (Marsegi et al., 2023). Still, another significant difficulty is time management. Preservice teachers must balance coursework, instructional experience, and portfolio building. Often, the result of the overwhelming strain to balance these obligations is hurried or inadequate work (Guarino et al., 2006). Apart from that, portfolio development depends much on technological ability. Making digital portfolios calls for mastery of many digital tools and programs, which preservative teachers might not yet possess. This technical element can have a steep learning curve, which increases the difficulty of producing instructional resources at another level.

Furthermore, portfolios are usually assessed using particular criteria, so preservice teachers could find it challenging to show their competencies inside these structures clearly. The necessity of reflective practice and self-evaluation sometimes aggravates this challenge. Finally, excellent content expertise is necessary to guarantee that teaching tools are accurate, current, and compliant with curricular requirements. Still developing their knowledge base, preservice

participants could find it difficult to create materials that satisfy these requirements (Wulandari, 2019).

There are various linked reasons why this study is regarded as important. First, since the skills of pre-service teachers must thus be improved to increase educational performance, there is an increasing demand for certified English teachers. Good English education given by well-crafted learning resources helps students to be globalized. Second, teachers must be skilled in producing a range of fascinating learning resources as education becomes more customized and student-centered (Laurillard, 2021). Modern classrooms are characterized by developing tailored learning resources for different needs and learning styles, which a portfolio helps achieve. Thirdly, the growing technology and digital learning tools bring benefits and drawbacks to teachers. Using portfolio evaluation, exploration, and documentation of their technological use, pre-service teachers' technological proficiency and readiness for modern classrooms improve (Yunus, 2020). At last, in education, professional development and lifetime learning are beginning to garner more respect.

This subject has been investigated in several studies earlier. First, it is a study by (Lestari (2016). This study aimed to assess the design of the portfolio evaluation and produce the portfolio assessment as a component of the learning process. Research methods and development applied were ADDIE models—analysis, design, development, implementation, and evaluation. The research results followed this: subject-matter experts, media experts, and teaching experts' evaluations; the results of a draft assessment portfolio created using Relational Database Management Systems and Hypertext Preprocessor software revealed that it was 90% qualified for use in the learning process. This study's relevance comes from constructing an evaluation tool based on a web-based portfolio to assess student learning. Second, it is Afriadi's (2021) research. His research examines how teachers evaluate their adaptive portfolio to apply fixes derived from portfolio learning. By matching and comparing the aspects of several similar studies using predefined criteria, one reaches a single conclusion using the matching approach. The results suggest that the participants feel that establishing a portfolio is more complex than expected. Finally mentioned in this study is Sulistyono et al.'s (2020) research. Their study aimed to ascertain how students felt about portfolios and whether using portfolio assessment changed their writing abilities. It gathered data using a quasi-experimental research approach, a questionnaire, and two writing exams. The results show that using portfolio assessment helped the students write better. It was also demonstrated that the pupils understood global issues, including organization and content. The questionnaire results showed that secondary school students felt positively about applying portfolios in instruction and learning.

Nevertheless, such portrayal of prior studies above is inadequate as it has not been subjected to the pre-service teachers—which is as crucial as in-service teachers about the experience provision toward the teaching process and its success. This is regarded as the gap this study revealed. Therefore, the novelty presented is to learn more about the knowledge of the preservice on the efficiency of portfolios in guiding their creation of appropriate learning tools. The research question is: To what degree do preservice teachers understand about designing English learning materials using portfolios?

METHODS

Research design

A potent technique for investigating respondents' knowledge and understanding, qualitative research design lets one investigate their experiences, impressions, and insights in great detail. This method emphasizes depth over breadth. Hence, it is beneficial when researchers want to find how respondents grasp challenging ideas or procedures (Whittemore et al., 2001). The flexibility and adaptability of qualitative design are among the main advantages. Researchers might use in-depth interviews, focus groups, and participant observations to get comprehensive information (Thuv, 2023). For instance, in-depth interviews allow researchers to closely explore respondents' ideas and emotions, offering a whole picture of their knowledge and perspective. Furthermore, qualitative research design reflects and is naturally iterative. Researchers consistently improve their techniques and interpretations based on constant data collection and analysis. This iterative procedure guarantees that the study stays sensitive to the complexity of the respondents' perspectives and lets fresh ideas develop during the investigation. It also underlines the need for reflexivity, in which researchers critically review their prejudices and impact on the study process, thereby strengthening the validity and reliability of the results.

Participants

The participants in this study were 13 students at the English Department, Universitas Serambi Mekkah, who were taking a Microteaching Course. They were taken as following the characteristics of criterion sampling. The criteria are: a student at FKIP English department who is already taking educational courses (ELT Curriculum Design, Educational Psychology, Educational Assessment, and School Internship) and a Microteaching Course. By being eligible for these criteria, the participants have already taken major courses that informed them about the importance of designing suitable materials in the teaching process and about portfolios. As highlighted, this study did not involve experimentation; it only explored the participants' degree of understanding as FKIP students concerning learning materials. Thus, it still went on with its qualitative nature.

Instruments

This study used three types of instruments: interview tests, questionnaires, and interviews. All instruments were constructed using grounded theories based on Brown's (2004), Harmer's (2007), and Richards' (2001) theories on reading materials; thus, it has met the face and construct validities. The test consists of 15 multiple-choice questions to measure students' understanding of designing learning materials—specified for reading only. Later, the questionnaire examines how portfolio assessment affects pre-service English teachers. It examines respondents' lesson planning skills and instructional resource design confidence. It also identifies and improves teaching strengths and weaknesses and how portfolio assessment helps teachers discover their strengths and improve their instruction. The questionnaire also assesses the portfolio review's professional growth values, the benefits of ongoing professional growth and how portfolio assessments encourage it, proactive feedback-seeking, how portfolio evaluation encourages experimentation with instructional strategies and resource creation for different learning conditions; it further shows how the improvement portfolio evaluation has helped pre-service English teachers. Meanwhile, the interview questions were asked to strengthen their opinion on the questionnaires.

Data collection

The data collection process began with obtaining informed consent from the participants, ensuring they understood the purpose of the study and their role in it. During the data collection process, the participants were asked to answer interview questions to gather information about their understanding and perception of the importance of suitable teaching materials. Later, they were given 15 minutes to answer questionnaires. Eventually, they were interviewed for 10 minutes to triangulate their answers in the questionnaire set and the initial interview.

Data analysis

After the data were collected, they were analyzed using interactive analysis (Miles et al., 2014). This framework has three steps: data reduction, display, and verification. In the first step—data reduction, the data irrelevant to designing learning materials using a portfolio were reduced and discarded; later, the data were displayed in graphs to show compact information about the findings. Lastly, it is verified based on the literature that was brought up earlier regarding the participants' understanding of using portfolios to design suitable teaching materials.

FINDINGS AND DISCUSSION

The result of the participants' understanding is shown in the graph below.

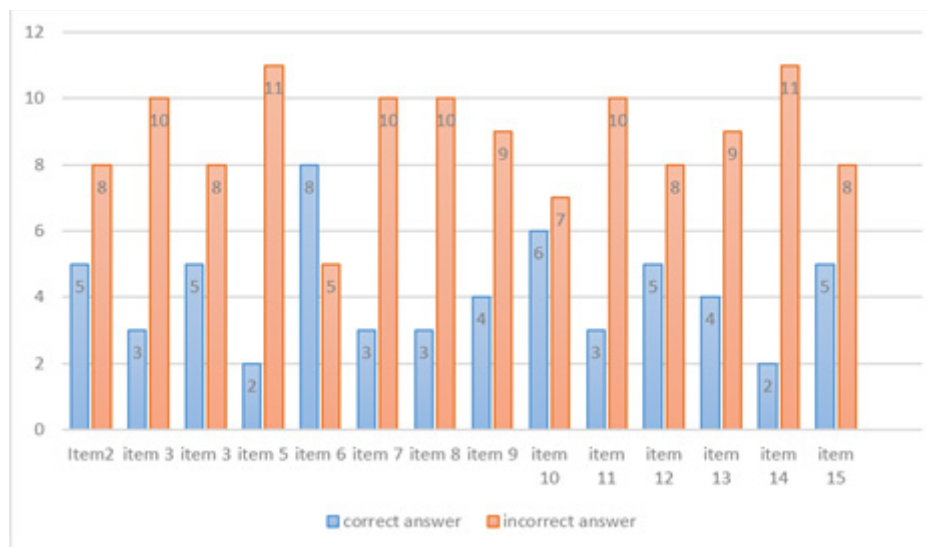


Figure 1. Results of Participants' Understanding of Learning Materials

The graph above presents a detailed account of participant responses to questions designed to assess their understanding of key concepts in designing reading materials for English learners. The relevant, irrelevant, and omitted answers for each item reveal crucial insights into the participants' grasp of these educational strategies, shedding light on areas of strength and those needing further instruction or clarification.

The primary goal of designing reading materials for English learners is addressed in the first item, with 7 relevant answers, 6 irrelevant answers, and 2 omissions. This distribution indicates

a moderate understanding among participants about the fundamental objectives of reading material design. The almost equal split between relevant and irrelevant answers suggests that while a significant portion of the respondents understand the primary goal, a substantial number may be unclear or have misconceptions about this foundational concept. The second item focuses on the essential features of effective reading materials, with 5 relevant, 8 irrelevant, and 2 omitted responses. The higher number of irrelevant answers indicates a gap in the participants' knowledge about what makes reading materials effective. This could imply a need for better instruction on identifying and incorporating essential features such as readability, engagement, and alignment with learning objectives. When considering what should be regarded as when selecting texts for reading materials, only 3 participants answered relevantly, 10 irrelevantly, and three did not respond. This distribution highlights a significant area of weakness. The high number of irrelevant and omitted responses suggests that participants may struggle with understanding the criteria for text selection, such as the text's relevance, complexity, and cultural appropriateness.

Five participants understood the importance of including pre-reading activities, while eight answered irrelevantly, and 5 omitted the question. This mix of responses indicates that while some participants recognize the value of pre-reading activities in setting the context and activating prior knowledge, many still do not grasp their importance. This misunderstanding could hinder the adequate preparation of students for reading tasks. The strategy for helping learners understand challenging texts is complicated for participants, with only two relevant responses and 11 irrelevant answers. This item stands out as a critical point of difficulty, suggesting that strategies such as scaffolding, providing background knowledge, and using graphic organizers may not be well understood or effectively implemented by many participants.

In contrast, the benefit of including post-reading activities is relatively well understood, with eight relevant and five irrelevant responses. This indicates that most participants recognize the importance of activities that help consolidate learning, assess comprehension, and encourage further reflection and application of the reading material. Questions designed to develop critical thinking skills in reading were relevantly answered by only 3 participants, with 10 irrelevant answers. This suggests a need for more focused training on creating and using questions that challenge students to analyze, evaluate, and synthesize information from their readings, rather than merely recalling facts. Cultural relevance in reading materials is another area of difficulty, with 3 relevant and 10 irrelevant answers. This highlights a significant gap in understanding the importance of cultural relevance in making reading materials relatable and engaging for learners from diverse backgrounds. Addressing this gap is crucial for creating inclusive and effective educational resources.

The role of visual aids in reading materials is somewhat better understood, with four relevant and nine irrelevant responses. While some participants recognize the value of visual aids in supporting comprehension and engagement, the majority may need more guidance on effectively integrating visuals into reading materials. Ensuring reading materials are appropriate for different proficiency levels garnered six relevant and seven irrelevant answers, suggesting a relatively balanced understanding. This indicates that while many participants can adjust materials to suit varying proficiency levels, there is still room for improvement in differentiating instruction to meet all learners' needs. Designing assessment tasks for reading is another challenging area, with only three relevant answers and 10 irrelevant ones. This indicates a need for better

training in creating assessments that accurately measure reading comprehension and provide meaningful feedback for learners. Improving students' reading fluency through specific activities was relevantly answered by 5 participants, with eight irrelevant responses. This points to a moderate understanding of practical fluency-building activities, such as repeated reading and timed practice, but also highlights the need for further emphasis on these strategies. Four participants understood the purpose of including vocabulary exercises in reading materials, while nine answered irrelevantly. This suggests that many participants may not fully appreciate the role of targeted vocabulary practice in supporting reading comprehension and overall language development. Motivating students to read more is an area of significant difficulty, with only two relevant answers and 11 irrelevant ones. This highlights a critical gap in understanding effective motivation strategies, such as offering choices in reading materials, creating a positive reading environment, and connecting reading to students' interests and experiences. Finally, teaching reading strategies effectively was relevantly answered by 5 participants, with eight irrelevant. This suggests that while some participants grasp teaching strategies like summarizing, predicting, and questioning, many still struggle with effectively teaching these strategies to students.

The table analysis highlights several areas where participants show varying degrees of understanding about designing reading materials for English learners. While some concepts are relatively well understood, others, particularly those related to selecting texts, creating culturally relevant materials, and motivating students, present significant challenges. Addressing these gaps through targeted professional development and more precise instructional guidelines is essential for improving the effectiveness of reading materials and enhancing the learning experience for English learners. The data underscores the importance of continuous assessment and refinement of teaching practices to ensure that all aspects of reading material design are comprehensively understood and effectively implemented.

Questionnaire Results

Below are the results of the questionnaires.

Table 1. Results of participants' understanding of Portfolio

Item	Likert Scale			
	1	2	3	4
1	0	0	11	2
2	0	3	9	1
3	0	0	10	3
4	0	5	5	3
5	0	4	6	3
6	2	4	4	3
7	0	5	5	3
8	0	0	10	3
9	0	5	5	3
10	0	4	6	3
11	0	5	5	3
12	0	4	6	3

13	2	4	4	3
14	0	5	5	3
15	0	0	10	3
16	0	5	5	3
17	0	0	10	3
18	0	5	5	3
19	0	0	10	3
20	0	5	5	3
21	0	5	5	3
22	0	0	10	3
23	0	5	5	3
24	0	5	5	3
25	0	0	10	3

The table shows pre-service English teachers' opinions regarding portfolio assessment. The answers expose several essential elements affecting their professional growth: skill and confidence development, reflection and feedback, creative and engaging instruction techniques, diverse learning needs, and technology integration. With eleven agreeing and two strongly agreeing, many respondents believe they are competent in creating English learning resources. Portfolio assessments also assist in identifying areas of strength, enhancing lesson design, and acquiring critical evaluation abilities. Nine, for instance, agree, and one strongly agrees that portfolios help uncover capabilities. Comparably, 10 agree, and 3 strongly agree that using a portfolio enhances lesson planning. Usually, comments from portfolio assessments are appreciated. Six agree, for example, and three strongly agree that it enhanced their teaching resources. Six agreed, and three strongly believed that creating a portfolio helped them become more reflective about their teaching strategies. Though attitudes differ significantly, with five agreeing, five somewhat agreeing, and three strongly agreeing, portfolio assessment is seen as necessary for professional development. It also facilitates more excellent knowledge of the process of curriculum building and assists one to get more organized. For instance, 6 agree and 3 strongly agree on better organization brought forth by portfolio assessment. With total agreement—10 agreeing and 3 strongly agreeing—portfolios inspire experimentation with several instructional approaches. Though replies are mixed—five somewhat agreeing, five agreeing, and three definitely agreeing—they also help produce interesting learning resources. Portfolio analysis improves the capacity to design materials meeting various learning requirements and include technology into instruction. Answers reveal five agree-upon and three highly agreeing to the technology integration proposition. Likewise, in addressing multiple learning styles, four agree, and three strongly agree.

Interview Results

The interview results are shown below. The interview was originally in Bahasa, Indonesia, but translated into English.

Interviewer: *“What, in your opinion, are the key elements that make learning materials effective for teaching reading in English?”*

Participant 6: *“I think effective materials should be interesting and easy to understand. It’s*

important to use vocabulary that matches the students' level and to include activities that help them practice reading skills."

Interviewer: *"How do you ensure that your design reading materials cater to learners' diverse needs and interests?"*

Participant 9: *"I try to choose stories and articles that I think everyone will enjoy. Sometimes I ask students what they like to read about and try to incorporate those topics into our lessons."*

Interviewer: *"Can you describe a successful approach or strategy you've used to enhance reading comprehension through the materials you've designed?"*

Participant 5: *"I usually start with some questions about the story to get students thinking, and then we read together. Afterward, we talk about what happened and why. Sometimes, we act out parts of the story to make it more fun and easier to understand."*

From the interview data above, it is learned that the participants' knowledge about designing suitable materials and their importance toward the learning process is still low and needs to be empowered. While recognizing the importance of simplicity and engagement in learning materials, they focused on making texts accessible and enjoyable for students. This perspective highlighted a pragmatic approach to material selection based on perceived student interests and preferences, emphasizing readability and basic comprehension activities. The novice teacher's strategies included using student feedback to guide material choices and incorporating interactive elements like role-playing to enhance understanding. While less experienced in designing comprehensive learning sequences, this teacher demonstrated a foundational understanding of the need for student engagement and enjoyment as fundamental aspects of effective instructional design.

Discussion

This study's primary goal is to examine how pre-service English teachers see portfolio assessments and how they affect their professional growth. This research aims to understand further how portfolio evaluations affect teachers' capacities to create engaging English learning resources, evaluate their methods, incorporate technology, and cater to various student requirements.

Pre-service English participants were given a Likert scale survey as part of the procedures to collect data. Participants rated their agreement with 25 statements about portfolio assessment on a scale of 1 (strongly disagree) to 4 (strongly agree). After that, the data were examined to pinpoint significant themes and areas in which the evaluation of their portfolios impacted their professional growth.

The following is a summary of the study's factual findings. First, regarding the development of skills and confidence, many responders are confident in their capacity to provide materials for English language learners—the portfolio assessment aids in their self-evaluation, lesson planning, and development of critical thinking abilities. Second, most respondents find the feedback they receive from portfolio assessments beneficial. Pre-service teachers benefit from becoming

more deliberate about their teaching practices through the portfolios' reflective process. Third, portfolio evaluation helps improve organizational abilities, fostering professional development and providing a deeper understanding of the curriculum development process. Fourth, this learning technique supports the development of engaging learning materials by promoting the exploration of various teaching philosophies. Last, the ability to create resources that meet the requirements of a variety of learners and incorporate technology into the classroom is improved by portfolio assessment.

These results are consistent with the literature on teacher education, which highlights the value of ongoing professional development, feedback, and reflective practice. The study's findings support earlier research showing that portfolio evaluations might improve participants' capacity for reflection and self-assurance (Garrett et al., 2009). However, the study also points out areas where pre-service teachers struggle, like choosing culturally appropriate materials and inspiring pupils. These findings are consistent with those of Gopal and Singh (2020) regarding the difficulties of teaching a varied student body.

The systematic nature of portfolio assessments, which promotes introspection and self-evaluation, explains these results (Sulistyo et al., 2020). Pre-service teachers can better identify their areas of strength and growth due to the iterative process of creating and editing portfolios (Guarino et al., 2006). Although portfolios are helpful for professional development, the quality of the comments and support received during the evaluation process may impact their effectiveness, according to the varied responses evaluating the overall worth of portfolio assessment.

This study and earlier research are similar in that they acknowledge portfolio assessments as essential for encouraging reflective practice and professional development. Variations may result from the circumstances surrounding pre-service English participants, who could encounter specific difficulties with language training and culturally appropriate teaching materials.

The study's findings, which emphasize the benefits of portfolio assessment for skill development, reflective practice, and meeting a range of learning needs, support the significance of portfolio assessment in teacher education. The results highlight the need for focused professional development to address specific issues and improve portfolio evaluations' overall efficacy in preparing pre-service teachers for their future employment.

CONCLUSION

The results show a valuable tool for promoting critical self-evaluation, supporting instructional strategy innovation, and including technology in the classroom. These advantages can result in more ready and flexible teachers able to satisfy the different demands of their students. The study emphasizes the need for ongoing evaluation and improvement of teaching strategies since it shows that targeted professional development and well-defined instructional policies are necessary to raise the general efficacy of reading materials and general teaching quality. This study implies that by improving their confidence, reflective practices, and capacity to create engaging and varied learning materials, portfolio assessment greatly helps pre-service English teachers to grow professionally.

This study closes the previous gap regarding the degrees of knowledge pre-service participants

have about creating reading resources for English learners. The study shows how portfolios may improve teacher education more clearly by stressing areas where portfolio evaluation is most helpful and where problems still exist. The favorable effects on skill development, reflection, and professional development imply that portfolios can solve hitherto unmet needs in teacher preparation programs, enhancing upcoming teachers' general readiness.

It is essential to recognize, nonetheless, several limits of this study. The study was carried out in a particular setting, and the sample size was small, limiting the generalizability of the results. Furthermore, depending on self-reported data could cause bias since individuals either exaggerate or underestimate their capacity and experiences. The study also neglected to investigate the long-term effects of portfolio assessment on instructional strategies, leaving unresolved issues regarding its continuous efficacy.

Future studies should consider a more significant and varied sample to improve the generalizability of the results. Longitudinal research might shed light on the possible adverse effects of portfolio assessment and its long-term advantages. Including qualitative techniques, such as focus groups or interviews, helps one better grasp pre-service teachers' viewpoints and experiences. Research should also look at the most successful portfolio evaluation elements and how best to help educators overcome obstacles pertaining to cultural relevance and student motivation. By tackling these topics, subsequent research can offer more complete recommendations for including portfolio assessments in curricula for teacher preparation.

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APPENDICES

Instruments

Interview on seeking the knowledge of participants on designing suitable learning materials in English

(This interview is constructed using grounded theories based on Harmer's (2007), Brown's (2004), and Richards's (2004) theories on reading materials; thus, it has met the face and construct validities).

1. What is the primary goal of designing reading materials for English learners?
2. Which of the following is an essential feature of effective reading materials?
3. What should be considered when selecting texts for reading materials?
4. Why is it essential to include pre-reading activities in reading materials?
5. Which of the following strategies can help learners understand challenging texts?
6. What is the benefit of including post-reading activities?
7. Which type of questions can help develop critical thinking skills in reading?
8. Why should reading materials be culturally relevant to learners?
9. What is the role of visual aids in reading materials?
10. How can teachers ensure reading materials are appropriate for different proficiency levels?
11. What should teachers consider when designing assessment tasks for reading?
12. Which activities can help improve students' reading fluency?
13. What is the purpose of including vocabulary exercises in reading materials?
14. How can teachers motivate students to read more?
15. Which method is effective for teaching reading strategies?

Questionnaire

(This questionnaire is constructed using grounded theories based on Harmer's (2007), Brown's (2004), and Richards's (2004) theories on reading materials; thus, it has met the face and construct validities).

Instruction:

Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate number.

Scale

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

No	Item	Likert Scale			
		1	2	3	4
1	I am confident in my ability to design English learning materials.				
2	Portfolio assessment has helped me identify my strengths in creating teaching materials.				
3	Using a portfolio has improved my understanding of effective lesson planning.				
4	Portfolio assessment is a valuable tool for my professional development.				
5	The feedback I received on my portfolio helped me improve my teaching materials.				
6	Creating a portfolio has increased my ability to evaluate my work critically				
7	I am more aware of the importance of alignment between learning objectives and activities due to portfolio assessment.				
8	Portfolio assessment encouraged me to experiment with different teaching strategies.				
9	The portfolio process makes me more prepared to create engaging learning materials.				
10	Compiling a portfolio has made me more reflective about my teaching practices.				
11	Portfolio assessment should be integral to teacher education programs.				
12	Portfolio assessment has made me more organized in my approach to lesson planning.				
13	Using a portfolio has enhanced my ability to design materials catering to diverse learning needs.				
14	I better understand how to integrate technology into my teaching materials because of portfolio assessment.				
15	The portfolio process has improved my skills in creating assessment tools for students.				
16	I feel confident in sharing my teaching materials with peers and mentors.				
17	Portfolio assessment has made me more proactive in seeking feedback on my work.				
18	I understand the curriculum development process more clearly because of portfolio assessment.				
19	The process of maintaining a portfolio has improved my time management skills.				
20	It is easier to articulate my teaching philosophy because of the reflective components of the portfolio.				
21	Portfolio assessment has encouraged me to be more innovative in my teaching approaches.				
22	The portfolio process has made me more aware of the importance of continuous professional development.				
23	My ability to design effective learning materials has significantly improved because of portfolio assessment.				
24	I am more capable of addressing the needs of different learners in my lesson plans due to portfolio assessment.				

25 Overall, portfolio assessment has positively impacted my development as a pre-service English teacher.

THE BENEFITS OF ACTIVATING SELF-REGULATION BEHAVIOR IN WORLDWIDE EFL SPEAKING-FOCUSED LEARNING CONTEXTS

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Abstract

Transforming worldwide EFL learners into more proficient L2 speakers is a challenging mission as speaking is not merely about the meaningful communication occurrences among interlocutors but also the strong willingness shouldered by EFL learners to regulate their certain behaviors and actions to achieve the targeted learning objectives fully. The previous research results strongly suggested that EFL educators establish, nurture, and reinforce their learners' self-regulation at the commencement of speaking-focused learning activities in order to make them more confident L2 speakers who are willing to share their thoughts with other classroom learning community members. This present small-scale library study was a little attempt initiated by the researcher to investigate the potential benefits of activating EFL learners' self-regulation behavior in worldwide speaking learning contexts. To fulfill this main study objective, the researcher conducted a thematic analysis by reviewing 30 previous self-regulation studies conducted globally to obtain more comprehensible research results. The publication years of these 30 published self-regulation articles ranged from 2013 until 2022 to produce more reliable research results. Based on the thematic analysis, there were two major themes yielded namely: (1) Highly self-regulated EFL learners can become more organized L2 speakers, and (2) highly self-regulated EFL learners can transform into more successful L2 speakers. In conformance with these research results, second language-speaking learning instructors are strongly encouraged to cultivate self-regulation behavior within EFL learners at the beginning of learning activities to gradually make them become more high-achieving and self-reliant speakers defining the best strategies suitable for their current speaking learning situations.

Keywords: *Self-regulation behavior, L2 speaking, Library study*

INTRODUCTION

To be able to speak by using the target language, English is deemed one of the necessary missions that should be accomplished by EFL learners nowadays. Kelsen (2019) argued that EFL learners are labeled as competent academicians when they are capable of delivering their thoughts, ideas, and argumentations comprehensibly to the targeted interlocutors. However, this productive second language skill is not absent from a wide variety of taxing challenges. One notable obstacle commonly experienced by the majority of EFL learners is that they experience a higher level of nervousness while delivering their speeches in front of the classroom. This aforementioned impediment is strongly supported by the prior finding of Nurjanah et al. (2021) uncovering that the predominant number of Indonesian university EFL learners were not able to convey their intended ideas to the entire learning community members due to the constant anxiety they underwent. This aforesaid Obstruction does not merely emanate from the learners' psychological side but also the target language educators. Most speaking learning instructors frequently experience unpleasant and burdensome challenges while designing the specific speaking learning materials that are going to be performed by EFL learners. This event occurs since all the pre-determined speaking learning materials should be designed interestingly and authentically to fully promote more meaningful student-to-student interactions. This argumentation is further corroborated by Burns (2019) arguing that both worldwide and Asian EFL educationalists oftentimes face unpleasant hindrances while preparing relevant, interactive, and hands-on speaking activities before initiating the speaking learning activities. All these mental and speaking materials preparedness is further compounded by the fact that a vast majority of EFL learners still heavily rely on their teachers' intensive speaking learning assistance. Meaning to say, they instill a higher level of fear to step up toward achieving more advanced speaking learning encounters unless they are rigorously instructed by their teachers. Doubtlessly, the product of this learning process mode is spoon-feeding academicians dwelling in their most comfortable zone. Mazenod et al. (2019) discovered that a great number of EFL learners have more tendency to patiently wait for further learning instructions addressed by their teachers resulting in low academic performances and achievements. In line with all these facts, it is clear that the major mission for modern speaking learning instructors is to constantly nurture EFL learners' self-confidence, resilience, persistence, and independence to showcase more satisfying speaking performances, which in turn, are influential for their academic achievements and future careers.

One of the promising trajectories to achieve this coveted dream is exercising self-regulation behavior. It has been a consensus that during the continual emergence of self-regulated learning behavior, EFL learners can gradually transform into more proactive agents toward the particular learning processes they have been into. This belief is in agreement with Fadlelmula et al. (2015) believing that highly self-regulated learners are the ones who are responsible for undergoing a wide array of challenging learning activities since they are the self-initiators dedicated their whole heart to those kinds of learning. Self-regulation behavior consists of cognitive, metacognitive, and ample ideas to utilize those efficient strategies. Theobald (2021) subsumed the self-regulated learning model into cognitive, metacognitive, and efficiently applied strategies employed by the learners. Upon maximizing all these triadic fundamental principles, EFL learners are believed to progressively transfigure into more proficient and mature target language academicians. This rewarding learning outcome took place since learners are strongly willing to expend their utmost learning efforts, activate the relevant background knowledge, and exert more control on the ongoing learning processes to fully receive the desired academic

achievements. This above-explicated conception is closely interlinked with Zimmerman (2013) contending that highly self-regulated learners tend to possess a higher degree of probability of achieving greater learning success as they are extremely desirous of releasing their best learning actions cognitively, metacognitively, and mentally. In L2-speaking learning contexts, it is strongly believed by educationalists that by boosting EFL learners' self-regulation behavior, they are more liable to regulate their efforts, strategies, behavior, motivation, and emotion to select the most appropriate strategies harmoniously fit within their specific speaking learning enterprises. This benefit is meaningfully associated with Howlett et al. (2021) propounding that EFL learners possessing the robust development of self-regulation are more prone to manage their learning efforts, motivation, behavior, strategies, and emotion to perform their intended learning performances according to the chosen strategies. Through self-regulation, EFL learners can transform into more proactive speaking learning participants as they actively employ various efficient communication strategies best fitting their speaking activities. Pawlak et al. (2020) described self-regulated EFL learners as clusters of academicians continually casting an optimistic view on their ongoing learning enterprises by confidently and actively disseminating their cognitive, mental, and metacognitive efforts signified by gratifying learning outcomes. Self-regulated EFL learners are willing to embrace adverse speaking learning hindrances hampering their conducive communication enterprises. Sun et al. (2020) contended that self-regulated EFL learners are courageous in handling varied speaking learning obstacles as they are adept at determining the most efficient communication strategies that fit compatibly with their speaking learning conditions. Therefore, the job of second language-speaking instructors in this globalization age is to introduce the learners to a certain set of comprehensible guidelines on how to cultivate their self-regulation behavior amidst challenging speaking learning activities faced by them. By carrying out this action, EFL learners begin to infuse a higher level of speaking motivation, select the most appropriate speaking strategies, and sincerely embrace the present speaking challenges with a higher level of responsibility. All these valuable speaking learning outcomes are identically highlighted by Wandler and Imbriale (2017) adducing that in the support of understandable self-regulated learning guidelines, EFL learners will become more encouraged, strategic, and open-minded while confronting a vast range of speaking learning impediments.

There were five prior studies conducted globally in harmony with the proposed research title above. The majority of these five previous studies accomplished by Asia countries insistently capitalizing on self-regulation behavior in EFL speaking learning dynamics. Those countries comprised of Iran, Indonesia, and Saudi Arabia. The first study was initiated by Mahendra et al., (2020) revealing that during the activation of self-regulation behavior, EFL learners begin to transform into more active, responsible, and confident L2 speakers. The second study run by Larasati (2020) unfolded that a great number of university EFL learners have become more strategic planners and prudent decision-makers after being exposed to a self-regulated learning approach. In another study, Linur and Mubarak (2022) highly advised worldwide L2-speaking learning instructors to incorporate a self-regulated learning strategy to gradually instill a higher level of willingness within the learners to communicate by using the target language. de Rooij (2022) noted that under the emergence of self-regulation behavior, EFL learners have become more comfortable while practicing their speaking skills as they can accurately respond to various speaking obstacles by utilizing relevant communicative strategies. Lastly, Safitri et al. (2022) strongly suggested that Indonesian EFL educators nurture learners' self-regulation behavior to significantly foster their targeted speaking competencies leading them to attain more

fruitful L2 speaking learning outcomes. Given the insufficient investigation into the benefits of self-regulation in worldwide EFL speaking contexts, it is, therefore, necessary to explore some previous relevant literature heeding more profound attention to the significance of this psychological learning approach within globalized L2 communicative learning circumstances. On such grounds, the potential yielding results of this study can encourage worldwide EFL-speaking learning instructors to start prioritizing the importance of self-regulation behavior activation amidst complex communicative learning issues oftentimes confronted by our learners. To this end, one research problem was raised namely: what are the benefits of activating EFL learners' self-regulation behavior in worldwide EFL-speaking learning contexts?

METHODS

Research design

The researcher conducted this small-scale library study with the help of a thematic analysis. With the support of a thematic analysis, the researcher can potentially generate more reliable, comprehensible, and sound findings as each identical finding is grouped into identical research themes. Braun and Clarke (2021) argued that with the accompaniment of a thematic analysis, the researchers will successfully yield more credible, understandable, and robust results since all the targeted data are grouped into similar research categories. An open-coding approach was internalized to corroborate the optimal use of a thematic analysis. With the incorporation of a thematic analysis, the researcher can minimize unintended bias forming in the thematically-subsumed findings. This valuable outcome took place as the researcher was assisted in discovering various kinds of unwanted data discrepancies. Nowell et al. (2017) stated that with the endorsement of an open-coding method, the researchers are more likely to produce accurate research outcomes in which they are skilled at spotting a wide variety of incongruities forming in the specifically generated data. Two major reasons were motivating the researcher to conduct this present small-scale qualitative study. Firstly, EFL-speaking learning instructors dealing with day-to-day communicative learning obstructions are still in search of efficient strategies that can help their learners improve their targeted communicative competencies. Thus, by conducting this study, educators will be supportively assisted in conducting better-facilitated speaking learning dynamics since they entrench the robust construction of self-regulation growth among EFL learners. Secondly, worldwide EFL learners are still accustomed to becoming passive recipients of knowledge in their regular speaking classroom activities. Hence, it is expectantly hoped that by reading the specific research results yielded by this present study, EFL learners will be more committed to gradually changing their existing paradigm by becoming more responsible academicians willing to take risks and manage their specific speaking learning enterprises independently.

FINDINGS AND DISCUSSION

The research results were generated after conducting the thematic analysis based on the previous findings emanated from the 30 previous studies on self-regulation in worldwide EFL speaking contexts. Speaking specifically, there were two major themes yielded by the thematic analysis approach namely: (1) Highly self-regulated EFL learners can become more organized L2 speakers, and (2) Highly self-regulated EFL learners can transform into more successful L2 speakers.

Table 1: Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers

Theme 1	Authors
Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers	Aregu (2013); A'yuni and Arifa (2022); Dasa et al. (2021); El-Sakka (2016); Mahendra et al. (2020); Mahjub and Mahjoob (2015); Menggo et al. (2022); Mohammadzadeh and Sarkhosh (2018); Nurjanah et al. (2021); Nurjanah et al. (2021); Sukma (2022); P. P. Sun, (2022); Vahedi (2022).

Through the examination of the above table, it is declared that by possessing self-regulation behavior, EFL learners can transfigure into more organized L2 speakers. Self-regulation has importance in the processes of enabling EFL learners to exert greater control of their speaking learning processes. This habituation can gradually lead them to become high-achieving L2 speakers as they are willing to hone the targeted communicative competencies apart from a wide range of impediments hindering their speaking learning processes. Aregu (2013) has likewise noted that self-regulation behavior inculcated by EFL learners could pave their speaking learning pathway such a better purpose due to the rigorous speaking efforts they put in. By becoming more organized L2 speakers, EFL learners can significantly diminish their excessive speaking anxiety. The gradual diminution of this psychological disruption occurred since they have infused a higher degree of independent learning behavior, are able to incorporate varied effective speaking strategies, and elevate the desired speaking areas constantly. These rewarding speaking learning rewards strengthened the study of A'yuni and Arifa (2022) who found that an overwhelming majority of university EFL learners have progressively alleviated their existing foreign language speaking anxiety levels after becoming more self-regulated speakers who are more sagacious in applying various efficient speaking strategies, managing their speaking learning dynamics, and continually improve their speaking skills.

All these commendable self-regulation characteristics do not happen by chance. Rather, they are also highly affected by the subsequent efforts addressed by second language-speaking instructors. Simply put, EFL learners' self-regulation behavior can prolifically thrive when the target language-speaking instructors are strongly committed to cultivating self-regulated learning habituations by internalizing self-discovery learning activities and increasing persistent characters. This conception seems to concur with Dasa et al. (2021) believing that self-regulation behavior can be developed more efficiently only if second language-speaking learning instructors are strongly determined to allow EFL learners to explore a wide array of meaningful speaking materials autonomously and advocate for them to become more resilient knowledge seekers. Another possible way that can be carried out by L2 speaking learning instructors to embed self-regulation behavior and well-planned characters within their learners is to design more authentic, suitable, and learner-oriented speaking activities. It is of utmost importance for second language educationalists to embody this initiative EFL learners are more encouraged to acquire the targeted L2 communicative competencies and involve actively in the particular speaking learning dynamics they have been into. Mahendra et al. (2020) postulated that highly self-regulated EFL learners are more prone to master the speaking competencies they have been targeted to and become more proactive speakers who are confident to conduct trials along with errors amidst speaking learning activities. Similarly, Nurjanah et al. (2021) strongly advocated that Indonesian EFL speaking learning instructors start designing more interactive, appropriate,

and student-centered speaking learning activities where learners' L2 communicative competencies can advance to the fullest potential.

Table 1: Highly Self-Regulated EFL Learners Can Become More Organized L2 Speakers

Theme 2	Authors
Highly Self-Regulated EFL Learners Can Transform into More Successful L2 Speakers	Ahmadpour et al. (2021); Alotumi (2021); Bademcioglu et al. (2017); Heriansya et al. (2021); Kusuma (2020); Larasati (2020); Linur and Mubarak (2022); Nugroho et al. (2021); Palermo et al. (2017); de Rooij (2022); Safitri et al. (2022); Sari (2022); Saputra et al. (2021); Tavallali and Marzban (2015); Tee et al. (2022); Uztosun (2020); Uztosun (2021).

The full internalization of self-regulation behavior is tightly interwoven with L2 speaking learning success experienced by EFL learners by the end of speaking learning activities. This substantial speaking learning success happened as EFL learners have become cognizant of adapting and adjusting the specific speaking learning strategies in line with their speaking learning situations. As a result of this noteworthy action, EFL learners have become more proficient L2 speakers. This contention is in partnership with Ahmadpour et al. (2021) unraveling that EFL learners having been armed with self-regulation behavior are more able to incorporate a wide array of effective speaking strategies impactful for them to transform into more competent L2 speakers. The further nourishment of self-regulation behavior can shed meaningful enlightenment for EFL learners to become highly motivated L2 speakers while confronting relentless speaking learning hindrances. This coveted self-regulation characteristic took place as they observed some improvements occurred during the speaking learning activities. This argumentation is congruent with Alotumi (2021) theorizing that self-regulation behavior is positively linked with EFL learners' motivation in which they are more eager to expend more effortful actions in elevating their current speaking skills due to the noticeable speaking learning improvements they have experienced.

To fully actualize the above-mentioned self-regulation behaviors, it is worthy of attention for second language-speaking instructors to promote more emotionally supportive and positively sound speaking learning environments where EFL learners feel confident in communicating their thoughts, ideas, and argumentations by using the target language. In the presence of this supportive speaking learning atmosphere, second language-speaking learning instructors and learners can undergo more meaningful speaking learning dynamics where they have a higher level of the tendency to advance other learning community members' communicative competencies. This suggestion is consistent with the findings of Nugroho et al. (2021) revealing that through the dissemination of more supportive speaking learning vicinities, Indonesian university EFL learners are strongly prompted to confidently forge their speaking skills and simultaneously undergo solid learning bounds in which all learning community members are willing to work cooperatively in fostering each other's speaking competencies.

Self-awareness concerning the significance of self-regulation behavior also plays another key role for EFL learners to obtain satisfying speaking learning achievements repeatedly. Bearing this in mind, it is of critical importance for second-language-speaking learning instructors to

help their learners gain more profound awareness regarding the criticality of activating self-regulating learning strategies whenever they are crammed with taxing speaking learning obstacles. After they have fully gained this awareness, second language teachers are also advised to train learners on how to regulate their emotions while encountering specific speaking learning issues to become more mature, strategic, and high-achieving L2 speakers. This advice also hoovers in Uztosun (2021) adducing that a predominant number of university EFL learners have attained more satisfying speaking learning achievements along with outcomes after they realized the importance of utilizing self-regulated learning strategies to overcome various speaking learning barriers and managing their emotions positively to give better responses toward those speaking learning hurdles. Anchored on all these notions, second language-speaking learning instructors are simultaneously encouraged to teach EFL learners about why, when, and how to harness a particular set of self-regulated learning strategies while participating in the speaking learning activities. This initiative needs to be actualized since EFL learners will not merely become more high-achieving L2 speakers but also considerate academicians knowing the best ways for their speaking learning enterprises. Tavallali and Marzban (2015) strongly prompted second language educationalists to gradually introduce EFL learners to why, when, and how to make use of a set of self-regulated learning strategies to transfigure them into more capable L2 communicators. In a similar vein, Tee et al. (2022) highly advised EFL speaking learning instructors worldwide to train their learners on maximizing the fullest potential of their speaking learning activities, environments, and materials to concurrently enable them to become more high-achieving L2 speakers and attentive academicians deciding the most appropriate pathways for their current speaking learning dynamics.

CONCLUSION

With the prolific cultivation of self-regulation, EFL learners are more prone to transfigure into more well-organized and successful speakers. The inculcation of these two commendable speaking attributes is affected by the activation of autonomous learning behavior. Self-regulated EFL learners are accustomed to deploying a vast array of efficient communication strategies independently. It means they do not passively wait for the specific commands and guidance derived from their teachers in order to resolve some particular speaking learning obstructions. In effect, self-regulated EFL learners can probably attain more fruitful speaking achievements since they have succeeded in exerting more potent control towards their personalized communication enterprises. For the significant betterment of the prospective studies, future researchers ought to review a great number of self-regulation scientific works. By actualizing this suggestion, more meritorious speaking learning rewards can be potentially obtained as educational parties can optimize the fullest utilization of their learners' self-regulation growth in daily speaking learning activities. Irrespective of the above-mentioned inadequacy, the thematically categorized research results imparted a glimpse of hope and a promising pathway for globalized educational stakeholders aspiring to provoke a more emotionally supportive and positively sound speaking learning atmosphere amongst heterogeneous second language learners.

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EXPLORING STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF A WEB-BASED MATERIALS IN INTENSIVE READING CLASS

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Abstract

Intensive Reading is one of reading subjects learned by English Department students. This course is a reading activity to find information and understand the contents of various reading texts. Good reading skills will enable students find and understand information from various texts proficiently. Besides knowing and applying reading strategies, students can improve their reading skills by doing reading practice continuously. Therefore, students need to have an easy access of various texts that are used as intensive reading materials. Website is one of the media that can be used to provide intensive reading materials. This is a descriptive qualitative research that is aimed to explore students' perception on the implementation of a web-based materials in intensive reading class. The participants were the second semester of English Department students learned intensive reading. The data were obtained from observation, interview, and documentation. The findings showed that students have positive perception on the implementation of a web-based materials in intensive reading class. It was found that the implementation of websites can motivate students in learning to read, help students improve their reading comprehension, and form students' reading habits.

Keywords: *Intensive reading, Website, Web-based materials*

INTRODUCTION

Reading is one of English skills that is learned by English Department Students. Good reading skills enable them to be able to understand, interpret and infer meaning from various kinds of texts. One of reading courses that is learned by English Department students is intensive reading, a reading activity that is aimed to find information from a text through its main idea and supporting sentences (Moon & Kwan, 2022). Intensive reading is also defined as an activity that needs a high concentration level because people need to read a text thoroughly. It can also

be used to analyze the content of a text critically, creatively and holistically (Kabir, 2020). The intensive reading activity is aimed to develop students to understand information from a reading text in detail (Khazaal, 2019). It can be concluded that intensive reading is a reading activity that needs high concentration to find detailed information from a text through its main idea and supporting sentences.

The characteristics of intensive reading are, it done in in class, it is aimed to develop reading skills and words identification, it needs high concentration to read a reading text in detail, holistically and repeatedly, it is aimed to develop the knowledge of language instead of reading skills, and it is an activity that involves readers to focus on the reading text holistically (Khazaal, 2019). It is also mentioned that the texts used for intensive reading class are short, the text as well as the level of difficulty are determined by the teacher, the type of the text and the skills are determined by the teacher. In the context English Education Department, intensive reading is a compulsory course. It is a course that discusses the basic skills of reading, for example skimming, scanning, finding main ideas, and making summary. Besides, this course involves the skills of finding and guessing meaning from the context. Mainly, this course trains the students to develop their reading skill by preparing them to learn English vocabulary and improve their reading comprehension.

By learning intensive reading, students are expected to improve their speaking and writing skills, reading and listening skills, and also literacy skills (Cárdenas, 2020). To increase intensive reading skills, students need to know and apply reading strategies and develop their reading habits. One of several ways to develop reading habits is by doing reading practice continuously. However, some students find it difficult to find some reading sources that are relevant with the reading texts used in their intensive reading class. Therefore, facilitating students with various kinds of texts that can support intensive reading class is necessary. Providing reading texts that can be accessed by students inside or outside the classroom will help students increase their reading skills (Satriani, 2017).

One of ways to facilitate students with various reading text is by using technology. It cannot be denied that using technology is recently needed by teaching practitioners in this modern era. Computers, tablets and smart phones are not new things in the teaching and learning process. Nowadays, those gadgets become the main media that the teachers use in their classroom (Richards, 2015). Therefore, it is a common thing that technology is also used in English teaching and learning process. Technology is used because it can bring good impact for English learning. Websites, online dictionary, presentation software, chatting application, emails, listening CDs, YouTube, virtual conference, CT web, etc. are some examples of technology used in English learning (Masruddin, 2014).

The use of technology makes the learning atmosphere becomes more interesting. It can bring something unique and different which can motivate students in the teaching and learning process (Prayudi et al., 2021). The pleasant atmosphere in the classroom makes students enjoy the learning process which eases them in catching up the given materials. Technology can also form student-centered learning since it enables students to be active learners (Prayudi et al., 2021). It is also stated that use of technology in English teaching also makes the learning process become more flexible, gives the students chance to interact with native speakers, eases them students, introduces to the native speakers culture, and create more authentic learning so that the teach-

ing and learning processes become more effective (Hazarika, 2017). Basically, the use of technology gives positive impact for English learning. Therefore, in order to maximize the use of technology in English learning, it is important for schools and universities to implement technology in the teaching and learning process which is appropriate with their needs, facilitate and support technology-based environment which is accessible for students, facilitate the students to use technology to support high order thinking skill and problem solving, and also provide professional workshops and trainings to improve technology-based learning (Richards, 2015).

Using technology as a teaching media in teaching reading is an example of the implementation of technology in English teaching. It is stated that the use of technology in teaching reading can help students in reading comprehension (Helmets, 2017). The use of technology in teaching reading can motivate students to participate in the learning process since it can make easier and enjoyable learning. It can also help lecturers find interactive and interesting reading materials as well as giving the flexibility to the lectures to modify the reading materials (Biancarosa & Piper, 2012).

The use of technology can also help students to find free, qualified, and authentic English reading texts easily (Velandia et al., 2012). Therefore, students are able to develop their reading skills that they learn from the class individually (Alghizzi & Elyas, 2022). In addition, technology enables students to find out the meaning of unfamiliar words when they are reading texts. Students can access the online dictionary to find out the meaning of unfamiliar words faster and easier. This kind of activity helps students increase their phonological, reading words, their knowledge about vocabulary, and pronunciation. Nowadays, technology provides text to speech feature which can read digital texts (Biancarosa & Piper, 2012). Text to speech feature can also translate visual information from various texts. It is proved that this feature can increase reading comprehension skill because it can increase concentration and vocabulary mastery.

The development of technology influences the use of media in teaching reading, such as using Padlet, Quizziz, Kahoot and many other applications in the teaching and learning process. Those application are commonly used in the teaching and learning process because those application give the students flexible learning experiences (Ratnasari et al., 2018). Moreover, technology provides reading sources that can be accessed easily, for example digital newspaper, digital magazine, television, website such as NBC, CNN, Learn English, Duolingo, Grammarly, Langroo, and Future Learn, journals, web page, forum, and blog (Satriani, 2017).

Websites are one common example of technology that can be used as a medium to teach reading. Website is a name from some web page that is commonly known as a part of a domain name or subdomain in World Wide Web (WWW) in the internet (Harminingtyas, 2014). There are two kinds of website, namely dynamic and static website. A static website is a website in which its information is provided by the website owner. Meanwhile, a dynamic website is a website which its information is dynamic, and it has interactive content. It means that the provided information is provided by both website owner and website users. A website can be opened by using an internet explorer such as Internet Explorer, Mozilla, Firefox, Netscape, Opera dan Google Chrome (Hernawati, 2010).

Website is a specific, transparent and easy to use medium of communication. There a many purpose of using website, such as a medium for promoting products and giving service, posting

and finding information from the internet, communicating, giving entertainment and posting contents (Leip, 2024). Nowadays, a website is commonly used as a teaching and learning medium. There is some English learning websites designed for independent learners such as Learn English which is managed by British Council. This website provides various levels of learning sources, tests, games and videos that can be used as online learning medium (Macancela, 2019). It is common for people to read digital sources since they think that finding digital information is much easier nowadays. They also think that reading digital texts is flexible since they do not need to bring many books everywhere. Even though some people still prefer to read printed books, but reading e-book is considered more practical. People like to read digitalized version of reading since they feel that getting information through their gadgets is a comfortable thing to do (Tanjung et al., 2017). This flexibility makes students have the opportunity to access digitalized English texts, especially when they need some resources to finish their assignments. Students agree that online reading forms their reading habits since they do online reading to get information that is need to finish their learning assignments (Bana, 2020). The more the students get English text exposure, the more opportunity to have reading habits they are.

There are many advantages of using website as an English learning medium, such as increasing grammatical skill, vocabulary, pronunciation, speaking fluency, changing the teacher-centered into student-centered learning, and giving the students chance to access authentic materials (Elmayantie, 2018). A website is a learning media that can be used to provide plenty of intensive reading materials such as e-books and journals. The frequent use of internet presents a modern library where students can easily find information, journals, articles, and e-book (Suriaman et al., 2018). Websites help students to access intensive reading materials more flexibly because they can use their own gadgets. The easy access of reading materials makes the students to be more fluent reader and have more proficient reading comprehension (Satriani, 2017).

Besides, websites also enable students to access some online fresh and interesting reading materials. It is motivated to have online digital materials since it provides useful information for the students that can help them understand the materials (Rahmawati et al., 2021). Students can also find other forms of reading materials that are served in the forms of interesting activities such as online quizzes and fun games which make the students experience fun learning experience. The interactive, fun learning atmosphere, and the resourceful reading materials encourage students to be more motivated (Suriaman et al., 2018). Websites make the teaching and learning processes easier. The easiness to get a lot of information from the website is commonly called bringing the world into students' fingertip (Brandl, 2002).

Even though websites provide many interesting reading materials that can make students experience enjoyable learning, a lecturer needs to pay much attention to those things because not all interesting reading resources that are found in the websites are appropriate with the learning outcomes. Therefore, lecturers need to select the materials so that students can have the appropriate learning sources to study. It is important to provide students with plenty of selected reading materials from the internet which is fresh and interesting so that it can improve students' learning motivation (Erwinda et al., 2021). Besides learning sources, today's websites provide many interesting features. Both learning sources and features need to be selected since they have great influence in students' learning. Internet-sourced reading materials which are properly, accessible, and interesting potentially improve students' reading comprehension (Erwinda et al., 2021). The use of this web-based medium makes the students more motivated and

interested in learning intensive reading because this web-based learning material provides various features that can help them improve their reading skill (Dehghanpour & Hashemian, 2015).

Besides offering motivated and fun learning experience, applying websites in intensive reading class will also facilitate students to learn independently. Web-based materials offers learning flexibility which can improve students' learning ability, students' eagerness to participate in the learning process, and encourage them to be independent learners (Suriaman et al., 2018). Websites are usually connected by the internet so that they can be accessed at anytime and anywhere. This learning flexibility facilitates the students to become independent learners Website is appropriate for students because its' main features offer fun and flexible learning that can help them increase their learning motivation and learning independence (Suriaman et al., 2018). Considering the great learning opportunities that websites can offer to the reading class, it is important for lecturers to provide web-based reading materials which are interesting and motivating. Lecturers are encouraged to provide creative online reading materials which can support students' learning in order to increase students' motivation in reading (Male, 2019).

There has been some research about intensive reading that is done both by local and international researchers. First, a study about the implementation of appropriate intensive and extensive reading for Polytechnic students (Mughtar, 2019). The subject of the study were 260 Electrical Engineering students of Ujung Pandang State Polytechnic Class of 2015 and 2016. This research used descriptive quantitative method. Based on the results from the post-test, the ability of students to comprehend texts increased, 5 of them (11.4%) showed great results. The similarity of this study and the conducted study is that both studies discuss reading skills. Meanwhile, the difference between this research and the conducted research is the focus of the study. This study is focused on the implementation of intensive and extensive reading, while the current research is focused on the use of intensive reading media in the teaching and learning process.

The second research was a mixed method research using Survey-Question-Read-Review-Recite-Reflect, commonly known as (SQ4R) to improve students' intensive reading that was conducted in a Junior High School in Ryulgok, Pyongyang (Moon & Kwan, 2022). The results of showed that the implementation of Survey-Question-Read-Review-Recite-Reflect (SQ4R) generally improved students' intensive reading skill. This research is similar to the current research in terms of the topic research, in which both of the researches discussed intensive reading. Meanwhile, the previous research is different from this research in terms of the subject of the research. The participants of this research were 32 third grade students at a Junior High School, while the participants of the current research are the second semester of university students.

The third research was about the effectiveness of intensive reading to improve students' comprehension skill (Insuasty Cárdenas, 2020). The subjects of this research were third semester students of Information and Technology Study Program in Pasto, Columbia. The results of the research showed that reading strategies improve students' reading comprehension. The similarity of this research and the conducted research is that both research discuss intensive reading. Meanwhile, the difference between this research and the current research is the method that is used. This was a mixed method research, while the current research is a qualitative one.

Most of the research about intensive reading and the use of website as English learning media stated above none of them discusses about the use of website in intensive reading class. There-

fore, this study will explore students' perception on the implementation of a web-based materials in intensive reading class. Besides, most of the previous research used mixed methods as the research method. Therefore, this research will employ qualitative method. In addition, the subjects of the research are the second semester students of an English Department who learn intensive reading.

METHODS

Research design

This study aimed to find out the perception of students toward the use of website in the intensive reading class. Therefore, this study uses qualitative methods in order to get in depth understanding of views, feelings, and thought of the participants. The data of this research were collected from observation, interview, and documentation. The observation was done to observe and record phenomena related the use of website in intensive reading class. It was carried out when the intensive reading lecturer used website in the teaching and learning process. The interview was conducted to clarify and elaborate the data gathered from the observation. The interview was done online with the consent and at the predetermined time. Meanwhile, the documentation was done by taking pictures in the observation and interview activities. All the processes of data collection in this research were carried out based on the willingness of the participants and the confidentiality of their identity was guaranteed.

Participants

The participants of this research were semester 2 students of English Education Department students who participated in intensive reading class. There were 10 students who were asked to be the research participants since they have experienced in learning intensive reading by using websites. The students were also chosen as the research participants because they participated actively in the teaching and learning processes. Based on the interview, the 10 participants revealed that the lecturer sometimes used websites as supplementary materials in their intensive reading class.

Ethical considerations

The data were collected based on the willingness of the participants, observed, interviewed and documented. There was explanation for the participants about the purpose of the study and the benefits they can get and also interview script. This was done in order to make the participants know what the study is about as well as knowing that they were willing to participate in the research without any compulsion. The writer also gave an explanation that the data of the participants were undisclosed for the participants' confidentiality.

Data Analysis

The collection techniques used in this study were observation, interview, and documentation. The data from the observation and documentation were collected, analyzed, and described. The interview results were transcribed, analyzed, and described to find out the answer of how the students perceive about the use of website in intensive reading class.

FINDINGS AND DISCUSSION

This part presents and discusses the findings of how the students perceive about the use of website in intensive reading class. The discussion is presented based on the results of the observation, questionnaire, and interview. The results showed that the use of website in reading class had a positive impact on students in terms of motivating students to learn reading, helping students improve their reading comprehension, and forming students' reading habits. Each of the impact is presented in detail as follows.

The use of website can motivate students to learn intensive reading

The interview results showed that the use of websites can motivate students in learning reading inside and outside the classroom since it provides various reading text materials that can encourage students to read. It was stated that students were motivated because they thought that website was a good learning tool that encouraged them to read because they can find some reading materials as well as reading exercises. It is important to provide students with plenty of selected reading materials from the internet which is fresh and interesting so that it can improve students' learning motivation (Erwinda et al., 2021). Participant 3 stated:

“Website is a good tool to learn English for me since it can motivate me to read. I can find many reading texts as well as reading exercises which provide learning feedback. In my opinion, using website can facilitate me to boost my reading skill independently. That is why learning reading by using website is truly encouraging.” (Participant 3)

Participant 5 also had similar experience as participant 3 when using website as a learning medium in the teaching and learning process in the classroom. He stated that the lecturer shared some reading materials related to the topics learned in the class. He stated that the shared materials were authentic materials which are interesting and motivating since there were pictures and video. He explained that the authentic materials were very helpful for him because they could help him to finish his assignments. It is motivated to have online digital materials since it provides useful information for the students that can help them understand the materials (Rahmawati et al., 2021). He also added that there were some tips and explanations about how to find the meaning of unfamiliar words, main ideas and the supporting ideas in the video. The pictures, however, made encouraged him to learn since they make them materials more interesting and it can be used as a reference to know the reading context as well as clues of unfamiliar words. The interactive, fun learning atmosphere, and the resourceful reading materials encourage students to be more motivated (Suriaman et al., 2018). Participant 5 stated:

“I like when the lecturer uses website in the teaching and learning process because the materials are great. I can find many authentic materials which can help me finish the assignments. I can also find many materials which are related to the topics being discussed, such as videos, short articles and many more. I enjoy having reading class since I can have great learning experience.” (Participant 5)

Participant 7 also agreed with the two previous statements. He stated that using websites as a reading resource provided great experience of learning. The use of website increased his motivation in reading since it provides him the opportunity to interact with others both synchronously and asynchronously through online quizzes and activities. He added that having website as a

learning medium promotes unique, fun, and motivating learning atmosphere. He stated that the great learning experience that he got from using website inside and outside the classroom gave positive impacts for him. He stated that the use of website increased his motivation a lot so that he can concentrate better in the reading activity. Lecturers are encouraged to provide creative online reading materials which can support students' learning in order to increase students' motivation in reading (Male, 2019). Participant 9 stated:

“The use of website increases my learning motivation because I can communicate with other learners synchronously and asynchronously. It keeps me connected with other learners through forum, online quizzes and other activities. I am happy to have a website as a learning medium because I can enjoy every learning activity that is conducted.” (Participant 9)

The other participants also agreed that website was a motivating learning medium for reading class. They stated that learning reading by using website was interesting because there were many authentic reading materials that they can access freely and easily. Besides, the use of website also enabled them to have the opportunity to build communication through networking. They also stated that implementing website in the teaching and learning processes offered fun learning since website is a flexible tool of learning. Website is appropriate for students because its' main features offer fun and flexible learning that can help them increase their learning motivation and learning independence (Suriaman et al., 2018).

The use of website can help students improve their reading comprehension

The use of website in reading class also influenced students' reading comprehension because it provides some supplementary materials such as reading texts, reading exercises as well as reading tests which enables students to train themselves in improving their reading comprehension. Besides, some websites are provided with pictures, audios and videos that can give more explanation about some concepts that are difficult to understand. Those forms of features are interesting for students, and they can help students visualize some complex information. Internet-sourced reading materials which are properly, accessible, and interesting potentially improve students' reading comprehension (Erwinda et al., 2021). Participant 6 stated:

“Using website in reading class is really helpful. I can find many authentic reading materials which are interesting. Sometimes, I find reading texts with some video explanations which can help me understand the text better. I can also find some reading texts with online quizzes which I can train my reading comprehension right after I read the texts. Using website in intensive reading class train me to improve my reading comprehension independently.” (Participant 6)

Reading comprehension plays an important role in intensive reading class since the objective of intensive reading class since it is aimed to develop reading skills and words identification. The use of website in reading intensive course helped students, especially those who are less active in the class. Website provided the students with supplementary materials that are similar with the materials they learn in the classroom. Website gave the “shy” students the opportunity to improve their reading ability anywhere. Website facilitated the “shy” students enjoy their learning outside the classroom so that they can improve their vocabulary as well as their reading

comprehension. Web-based materials offers learning flexibility which can improve students' learning ability, students' eagerness to participate in the learning process, and encourage them to be independent learners (Suriaman et al., 2018). Participant 1 stated:

“Website is helpful for me as a passive student. I rarely participate in both group and class discussion. So, I try to find similar materials on websites. I like to read some texts and do the reading exercise outside the classroom. Even though I'm passive in the teaching and learning process, I can still catch up the materials since I can access similar materials on reading websites.” (Participant 1)

Some websites are equipped with great sources of journals, articles, and e-books which can help students save their money and time. The use of website made students have the opportunity to access reading materials broadly. The frequent use of internet presents a modern library where students can easily find information, journals, articles, and e-book (Suriaman et al., 2018). The easiness to get a lot of information from the website is commonly called bringing the world into students' fingertip (Brandl, 2002). The more students can read reading resources the more they can learn unfamiliar vocabulary, especially from authentic materials, which results in the reading comprehension improvement. Participant 3 stated:

“I don't need to buy many books since I can access reading websites. I think it's easier and the most important for me it is cheaper. Websites helps me find great articles and e-books that can enrich my vocabulary and improve my reading comprehension.” (Participant 3)

The other participants also agreed that websites can help them improve their reading comprehension. They stated that websites gave them a free access of getting authentic materials. The easy access of reading resources helps students to be more fluent reader and have more proficient reading comprehension (Satriani, 2017). The students also stated that learning to read by using websites is motivating since they can find interesting materials which can help them improve their reading skill. Website is a motivating learning source since it is equipped with various features that can help students improve their reading skill (Dehghanpour & Hashemian, 2015).

The use of website can develop students' reading habits

Website could help students develop their reading habits. The participants stated that the use of website slightly influenced them in developing their reading habits. They stated that websites enabled them to get reading materials such as e-book, articles, and journals easily. The easy access materials made the students have the opportunity to practice reading every day which unconsciously develop their reading habits. People like to read digitalized version of reading since they feel that getting information through their gadgets is a comfortable thing to do (Tanjung et al., 2017). Participant 4 stated:

“I feel that using website to practice reading is fun because website is an easy access learning source where I can find many interesting reading materials easily. Therefore, it encourages me to practice reading every day which help me a lot in forming my reading habits without carrying my books everywhere and spending a lot of money for buying new printed books. Website is a good alternative to save my time, energy and money as well.” (Participant 4)

Website helped students a lot since it provides great amount of useful information that can be used as resources to finish their assignment. They stated that they like doing online reading because they need to find articles, journals, and e-books to in order to help them doing their college work. Students agree that online reading forms their reading habits since they do online reading to get information that is need to finish their learning assignments (Bana, 2020). Participant 10 stated:

“My reading habit is unconsciously developed since I have to find out some resources for doing my projects and assignments. Honestly, I do not really like reading but the need to find some information about my assignment forces me to explore some English websites. In order to motivate myself in doing the online reading, I usually find websites which offer some fun features such as games and online chats.” (Participant 10)

As ESL learners, it is necessary for the students to get themselves used to read English reading texts. Therefore, exploring English reading websites is a good choice for the students to train themselves to be more fluent reader and have more proficient reading comprehension. Doing online reading on a reading website is just like visiting a modern library where they can search any kinds of reading texts freely (Suriaman et al., 2018). They stated that websites are a form of technological development which could help them foster their reading habits because of its flexibility. Participant 8 stated:

“As an English Department student, I need to develop my reading skill in order to support my learning. Websites help me a lot in finding reading resources such as books, journals, and articles which I can freely choose based on my needs. Websites make my reading practice become more flexible and convenient. I can practice reading texts as well as checking my reading comprehension anywhere. This learning flexibility has great influence in developing my reading habits. I love it.” (Participant 8)

Almost all participants stated that using website in intensive reading class supports them in developing their reading habits. They stated that website facilitated them in having reading practices inside and outside the classroom. Using website is a good choice for both lecturers and students since website provides some learning sources that are served in the form of enjoyable learning activities, tests and videos. Those great features facilitated the students to be independent learners which can manage their own pace of learning. Besides, using website can be a great medium that can help students increasing their reading habits which results to the improvement of other English skills. There are many advantages of using website as an English learning medium, such as increasing grammatical skill, vocabulary, pronunciation, speaking fluency, changing the teacher-centered into student-centered learning, and giving the students chance to access authentic materials (Elmayantie, 2018).

CONCLUSION

From the discussion, it can be concluded that students perceived the use of website in intensive reading class positively. In detail, they perceived that the use of website can help students in learning intensive reading in terms of motivation, reading comprehension, and reading habits. Despite its weaknesses its use, utilizing website in intensive reading class rising the idea of developing a reading website that is free, easy to access, and interesting. Therefore, further research might focus on developing a website that can be used for intensive reading class.

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THE ANALYSIS OF TRANSLATION TECHNIQUE AND QUALITY IN TRANSLATING MEME IMAGE

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Abstract

This study aimed to find (1) the translation techniques applied by students in translating meme images, (2) the translation quality of translating meme images and (3) the student problems in translating meme images. This research used a qualitative with case study approach, and the data collection was done by content analysis, Focus Group Discussion (FGD) and interview, so that it could explore more deeply related problems found at English Department at Universitas PGRI Yogyakarta. The subjects of this research were 27 fourth semester students. The results of this study showed that the students applied 9 types of translation techniques to meme images, namely established equivalent, pure borrowing, addition, modulation, generalization, natural borrowing, explicitation, literal translation, and description. The results of the Focus Group Discussion (FGD) with experts showed that the quality of the translations of meme images by the students was 2,44 (less accurate), 2,54 (less acceptable) and 2,78 (readable). The interviews with 10 students showed that the problems in translating meme images were lack of vocabulary, confusion with meme images and not understanding the context. It was concluded that the translation techniques applied by the students contributed to the quality of the translation. The description technique contributed negatively to the accuracy of meme image translation, while the addition technique contributed negatively to the acceptability, and the established equivalent technique contributed positively to the readability in meme image translation.

Keywords: *Translation techniques, Translation quality, Meme images, Student problems in translation*

INTRODUCTION

Translation skill is one of the characteristics that the graduates of English Department at Universitas PGRI Yogyakarta must have. Universitas PGRI Yogyakarta has a certain objective in this context, which is educating students to become competitive professional graduates with

global perspectives. Therefore, the English Department emphasizes that the graduates have adequate abilities in the field they take. Being a translator, an edupreneur, and an educator are the main career focuses that should be mastered by the graduates of the English Department.

The translation course in the English Department, Universitas PGRI Yogyakarta is divided into six credits (semester credit units). The lecturer said that the translation class always used texts without images and other sources from the internet, books, English newspaper, etc. Based on an interview with the students, they were bored using the same medium in the translation class due to the academic vocabulary and the topic. So, the researchers proposed using meme images as a medium in the translation course due to the simple words and interesting images. Translating meme images became something new for them. They had to pay attention not only to the text they have to translate but also to the meme images. Understanding the images could help them to translate the text correctly. In this case, studying translation using meme images could attract the students' interest in the translation class.

As Yun (2014) stated, a meme is an unwanted relationship between text and the displayed image. This means the integration between the image or photo and the text, where--if the two elements are removed--the meaning of the meme is lost. The problems faced by students in translating English texts are caused by failure to understand the vocabulary and language provisions (Munibi, 2023). However, memes can also perpetuate negative stereotypes, especially when they use derogatory humor (Duchscherer & Dovidio, 2016). Automatic meme image generation uses a neural and probabilistic approach, in which usually the meme creator selects a meme template image and creates a text caption to create a new meme (Sadasivam et al., 2020). The use of meme images as text-based visual media in EFL/ESL university classroom teaching shows the need for emphasis on critical thinking skills and visual literacy in university EFL/ESL classes, as visual communication has become popular in global competitions, while students remain underprepared in this area (Romero & Bobkina, 2021).

According to Purnama (2017), including meme images in the classroom can increase student engagement and foster creativity in writing English texts related to these images. In a study conducted by Westbrook et al. (2021), which drew on research from the International Study of the Social and Emotional Experiences of Early Transition (ISSET) project, the experimenting participants offered a variety of feedback regarding the challenges of translating memes, including both positive and negative aspects. The nuances of translation were apparently influenced by factors such as the creator's conceptualization, humour style, and cultural background. Furthermore, experimental findings revealed the production of unique translations as a result of the translation process. In some cases, because there were differences between some source language adjectives and their equivalents in the target language, students had to pay attention to contexts, text parts, and collocations (Dzulkurnain et al., 2022).

Memes typically combine textual and visual components, allowing for a synergistic blend that helps convey their creator's intended message more effectively to the audience (Fachrezi, 2022). Beyond serving as sources of humor, memes are evolving to become integral elements of digital communication culture, characterized by a distinct style (Taufikurrahman, 2022). Translation involves efforts to translate messages from the source language (SL) into the target language (TL) by approaching natural equivalents both in meaning and style. This process is complex and multifaceted, aiming to convey the meaning of content from one language to another (Aus-

tin, 2018). As described by Molina & Albir (2002), translation techniques include the real actions carried out by the translator in each micro-textual unit. These techniques, as described by Molina & Albir (2002), cover a wide spectrum of strategies, including pure borrowing and naturalization, calque, literal translation, compensation, transposition, description, modulation, amplification, adaptation, established equivalence, generalization, particularization, reduction, discursive creation, substitution, language compression, and variation.

The objectives of this research are to find out the translation techniques used by the students in translating meme images, to find out the translation quality of translating meme images, and to identify student problems in translating meme images.

METHODS

Research Design

This research uses a qualitative research method with a case study approach. A case study is like telling a detailed story about a particular situation or problem. This chapter looks at one example and explains it thoroughly, but does not necessarily involve complex analysis (Merriam, 2009), meaning that the case study describes the data collected in depth. A case study approach is a detailed study of a particular subject, in this case examining translations of meme images by students. As stated by Creswell, J.W. (1999), qualitative research is a process of inquiry into understanding based on different methodological traditions of inquiry that explore social or human problems. Thus, researchers have to build a complex and holistic picture, analyse words, report information in details, and conduct research in a natural setting.

In this case the researchers compiled a complex picture, analyse it word for word, convey and compile the research results in a reasonable way according to the problem facts in the research field. The researchers are of the view that in-depth textual data analysis is needed based on the perspective of a student as a research subject from various orientations and philosophical views (Merriam, 2009).

Data Source

The data used in this research is 10 primary data in the form of meme images from several social media such as Instagram and X (Twitter). There are several accounts on social media taken by the researchers such as @education_meme.in, @school_memes_official, and @sarcastic_us. Below is the example of the data.

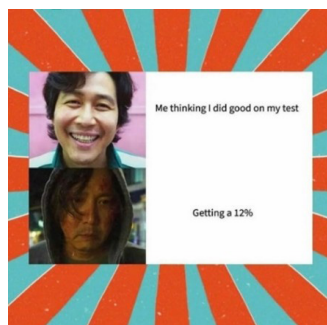


Figure 1. The Example of the Data from @school_meme_official

Participants

This research involved 27 participants of the fourth semester students of English Department at Universitas PGRI Yogyakarta. It consisted of 10 men and 17 women, to collect text translation data on meme images from English to Indonesian which had been provided by the researchers. The researchers chose 4th semester English Department students for the following reasons. First, the 4th semester students had taken the translation course to make it easier for the researchers to collect data. Second, the 4th semester students had more flexible time to participate in this research.

Data collection

The researchers used data collection techniques with document (content) analysis, questionnaires, interviews, and documentation. In this study, the researchers collected data from students' initial translation results and then analysed the techniques used by the students together with some experts in the field of translation to determine students' translation techniques and quality.

Focus Group Discussion (FGD) was the method chosen by the researchers to strengthen the research data obtained temporarily from the content analysis method. The purpose of using FGD is to determine what the researchers could not solve themselves such as identifying the translation techniques and translation quality. FGD was conducted with supervisor who had the knowledge and capability in the translation field. The aims of FGD were to find and decide the translation quality and translation quality of meme images translated by students. In this research, the researchers conducted interviews to 1) find out the problems that existed in the translation, 2) find out lecturer's statement regarding meme media in translation class, and 3) interview at least 10 students to know their problems in translating meme images.

Data Analysis

In analyzing the data, the researchers adopted the Miles and Huberman framework. There were three paths to qualitative data analysis, namely data reduction, data presentation, and drawing conclusions (Miles and Huberman, 1994). Data reduction included summarizing data, coding, browsing themes, and creating clusters. In this case, the researcher summarized the data that were collected in the form of the results of student translations, analyzed using 18 translation techniques from Molina & Albir, (2002) and translation quality by Nababan et al., (2012).

Translation Techniques

(SL=Source language, TL=Target Language)

Adaptation (Adp) is a translation technique by replacing cultural elements of the source language into the target language. For example: English to Indonesian are: (SL) I cook Spaghetti, and (TL) *aku memasak mie jawa*. **Amplification (Amp)** is the addition of detailed information in the target language. This addition can be through paraphrasing, explicitization and addition of information. For example: English (SL) She likes swimming, to Indonesian (TL) *shanty suka berenang*. **Linguistic Amplification (LA)** is the addition of linguistic elements to the target language. In fact, these linguistic elements do not exist in the source language. Example: English (ST) "Go?" to Indonesian (TL) *apakah kamu mau pergi?*

Description (Des) refers to the replacement of terms with descriptions with an overview of the form or function of the term being described. Example: English (SL) I want to buy Burger, to Indonesian (TL) *Aku mau beli roti yang di tengahnya terdapat daging, sayur, tomat, bawang bombay, saus dan mayones*. **Generalization (G)** is done by using more general terms. In the source language the term used is a special term, whereas in the target language the term used is more general. Example: English (SL) I go to Palembang by bus, to Indonesian (TL) *Aku pergi ke Palembang dengan angkutan umum*. **Calque (Cal)** refers to literal translation. The unit of translation in Calque is a phrase. Calque translation follows the rules of the target language. Example: English (SL) Vice president, to Indonesian (TL) *Wakil presiden*. **Establish Equivalence (EE)** is the use of terms that are common in the target language. This technique is used based on the existing context. For example, the word “I see” can be translated as “*aku lihat*” or “*saya paham*” depending on the context in the text. **Compensation (C)** has a concept that is almost the same as transposition. However, this transfer is influenced by stylistic elements. He is my boyfriend = *Dia pacar..... ku*.

Linguistic compression (LC). The opposite of linguistic amplification, which is linguistic compression, is the condensation of linguistic elements. Example: English (SL) Do you want to leave now? To Indonesian (TL): *pergi sekarang?* **Discursive Creation (DC)** is a translation technique that aims to get temporary equivalence. Basically, this technique is the result of the creativity of the translator and the equivalence achieved is often out of context. Example: English (SL): Gone Girl, Into Indonesian (TL): *Yang hilang*. **Modulation (Mod)** is a change of point of view, but still refers to the same meaning. An example of translation from English (SL): Nobody hates me, into Indonesian (TL): *Semua orang menyukaiku*. **Particularization (P)** the opposite of generalization, particularization refers to the use of more specific terms. In the source language, the writer uses general terms while the translator transfers them into more specific terms. Example: English (SL): I got here by mass transportation, to Indonesian (TL): *Aku ke sini dengan angkot*. **Borrowing (Bor)** is done by borrowing terms in the source language. This loan can be pure (pure borrowing) or natural (natural borrowing). Example:BSu: There are so many stereotypes, **Pure:** *Ada banyak stereotypes*. **Natural:** *Ada banyak steorotip*.

Literal translation (LT) is a word for word translation. Example: English (SL): Like father, like son, to Indonesian (TL): *seperti ayah seperti anak*. **Reduction (R)** the opposite of amplification, reduction is the condensation of information. Example of translation from English (SL): The book is too expensive, to Indonesian (TL): *buku ini mahal*. **Substitution (S)** is the replacement of linguistic elements to paralinguistics or vice versa. Example of translation from English (SL): I agree with you, to Indonesian (TL): *menganggukkan kepala*. **Transposition (T)** refers to changing grammatical or structural elements. Example of translation from English (SL): I like his cheer, to Indonesian (TL): *Aku suka dia bersemangat*. **Variation (V)** techniques are used by replacing linguistic or paralinguistic elements which then affect aspects of linguistic diversity such as language styles, dialects, etc. Example of translation from English (SL): I don't like it, to Indonesian (TL): *aku tak suka itu*.

Translation Quality

According to Nababan et al., (2012) a qualified translation consisted of three aspects, namely accuracy, acceptability, and readability.

Table 1. Scale for Scoring Accuracy

Translation Categories	Scores	Qualitative Parameters
Accurate	3	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are accurately transferred to the target language; there is absolutely no distortion of meaning
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, sentences or source language texts have been transferred accurately to the target language. However, there are still distortions of meanings or double meaning translations (<i>taxa</i>) or omitted meanings which disturb the integrity of the message.
Inaccurate	1	The meanings of words, technical terms, phrases, clauses, sentences or source language texts are inaccurately transferred to the target language or deleted.

Table 2. Scale for Scoring Acceptability

Translation Categories	Scores	Qualitative Parameters
Acceptable	3	Translation sounds natural; the technical terms used are commonly used and familiar to readers; the phrases, clauses and sentences used are in accordance with the rules of the Indonesian language
Less acceptable	2	In general, the translation already sounds natural; however, there are slight problems with the use of technical terms or slight grammatical errors.
Unacceptable	1	The translation is not natural or sounds like a translation work; the technical terms used are not commonly used and are not familiar to readers; the phrases, clauses and sentences used are not in accordance with the rules of the Indonesian language

Table 3 Scale for Scoring Readability

Translation Categories	Scores	Qualitative Parameters
Readable	3	Words, technical terms, phrases, clauses, sentences or translated texts can be easily understood by readers.
Less readable	2	In general, translations can be understood by readers; however, there are certain passages that must be read more than once to understand the translation.
Unreadable	1	Translation is difficult for readers to understand

The researchers calculated the mean score translation quality results using three types of categories based on the quality assessment aspects by Nababan in Microsoft excel it calculated by the total data and score that students get, as follows: Accuracy: Accurate (with mean score

2,6 – 3,0), Less accurate (with mean score 2,0 – 2,5), Inaccurate (with mean score 1,0 – 1,9). Acceptability: Acceptable (with mean score 2,6 – 3,0), Less acceptable (with mean score 2,0 – 2,5), Unacceptable (with mean score 1,0 – 1,9). Readability: Readable (with mean score 2,6 – 3,0), Less readable (with mean score 2,0 – 2,5), Unreadable (with mean score 1,0 – 1,9).

After analyzing the translation techniques and translation quality of the students' translation results, the researchers presented the results of the analysis in a table consisting of the results of the translation techniques used by the students and the results of the quality of the translation techniques. Then conclusions were drawn from the data displayed about what translation techniques students used and what the level of quality of students' translations was.

FINDINGS AND DISCUSSIONS

The result of the data analysis was taken by content analysis of the student translation, FGD and interviews, while discussion presented the result of the research findings. The results of the students' translations were analysed by the researchers using the translation techniques. The researchers compared them with the answer key that the researchers discussed with the expert lecturers in the field of translation at Universitas PGRI Yogyakarta.

Description:

SL: Source Language

TL: Target Language

TT: Translation Technique

The translation techniques applied by the students in translating meme images

The results of the students' translations were analysed by the researchers using the translation techniques. The researchers compared them with the answer key that the researchers discussed with the expert lecturers in the field of translation at Universitas PGRI Yogyakarta.

Table 4. Use of Translation Techniques by All Students

NO	Kinds of Translation Techniques	Total	Percentage
1	Establish Equivalent (EE)	2.436	87,75%
2	Pure Borrowing (PB)	182	6,55%
3	Addition (Add)	83	3,00%
4	Modulation (Mod)	24	0,86%
5	Generalization (Gen)	21	0,75%
6	Natural Borrowing (NB)	14	0,50%
7	Explicitation (Exp)	7	0,25%
8	Literal Translation (LT)	5	0,20%
9	Description (Des)	4	0,14%
	Total	2.776	100%

Establish Equivalent (EE)

Establish Equivalent (EE) was the most widely used by the students in translating meme im-

ages. This was because in translation balancing the equivalent to the source language was a necessity to avoid distortion of meaning. Below are some results from student translations used to establish equivalent translation techniques.

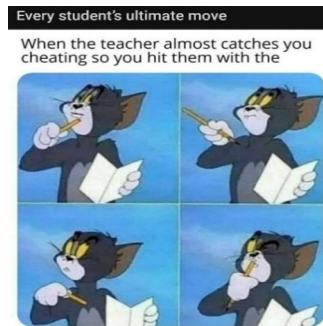


Figure 2. Example of Data from @Sarcastic_us

SL: (1) every student's ultimate move (2) when the teacher almost catches you cheating so you hit them with the...

TL: (1) *gerakan / andalan / semua siswa* (2) *ketika / guru / hampir / memergoki / kamu / Mencontek / kamu / berpura-pura / dengan*

EE EE EE EE EE EE
EE EE EE EE EE EE

TT: 12 Establish Equivalent

TL by student: (1) *ketika/guru/hampir/ memergokimu /menyontek /maka/ kamu / menipunya / dengan*

EE EE EE EE EE EE
EE EE EE

TT by student

Nine Established Equivalent

There are 9 Establish Equivalent used, each student adding this technique on their translation data so no wonder if ten data (meme images) average use by 27 students reaches 2.436 total. However, the data above shows the word 'hit', which in the dictionary means 'sebuah pukulan', but in this context it can be used to mean pretentious behavior. Therefore, the meaning of 'menipu' is inappropriate because it does not explicitly explain the meaning of the image.

Pure Borrowing (PB)

Pure Borrowing (PB) has an important role in delivering messages from the source language by borrowing words or terms whose meaning cannot be interpreted unless they borrow the words from the source language. The students' translation results shows that the pure borrowing technique was used on the data 6, 9 and 10. The following are the results of the pure borrowing translation technique used by students in translating meme images.

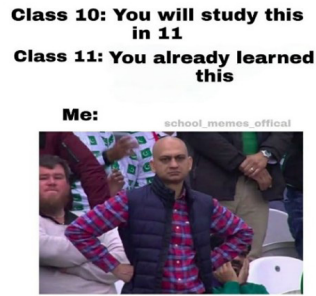


Figure 3. Example of Pure Borrowing

- SL: (1) class 10: you will study this in 11 (2) class 11: you already learned this (3) me
- TL: (1) kelas / 10: / kamu / akan / belajar / ini / dikelas / 11
 EE PB EE EE EE EE EE PB
 (2) kelas / 11: / kamu / harusnya / sudah / belajar / ini (3) / aku:
 EE PB EE Add EE EE EE EE
- TT: 12 Establish Equivalent, 1 Addition, 3 Pure Borrowing
- TL by student: (1) **class** / 10: / anda / akan / mempelajarinya / dikelas / 11
 PB PB EE EE EE EE PB
 (2) **class** / 11: / anda / sudah mempelajarinya / kan / dikelas / 10?
 PB PB EE EE EE add PB
- TT by student: 8 Establish Equivalent, **6 Pure Borrowing**, 1 addition

The word ‘class’ should be translated into the target language (Indonesian) but students still wrote it in the source language and it made a lot of PB. The student also put question mark at the second sentence but there was nothing on the source language.

Addition (Add)

Addition (Add) helps translators add words to the target language so that readers can easily understand the meaning of the source language. In translating meme images, all students also used addition technique on several meme images. Following are some results from translations of meme images by students.



Figure 4. Example of Addition

SL: me in class taking a picture of the board that I know I will never look at again

TL: *aku / berada / dikelas / sedang memfoto / papan tulis / yang aku /
 EE EE EE EE EE EE
 tahu / aku / tidak akan pernah / melihatnya / lagi
 EE EE EE EE EE*

TT: 11 Establish Equivalent

TL by student: *aku / ketika / mengambil / foto/ penjelasan/ di papan tulis/
 EE EE EE EE Add EE
 Padahal / aku / tahu /setelah itu/ gak bakal/ melihat/ foto itu/ lagi
 EE EE EE Add EE EE Add EE*

TT by student: 11 Establish Equivalent, 3 Addition

The word ‘penjelasan’ was added by the students in the target language, while actually the addition was not needed because the lecturer at a university usually just wrote the learning points on the board. It influenced the translation result. For others addition “setelah itu” should be “saya/aku”, it made the translation more accurate.

Modulation (Mod)

Modulation (Mod) is used by a translator to convey a point of view that refers to the same meaning. In this case, several students used this translation technique to translate meme images into Indonesian. The following is the result of the student’s translation.



Figure 4. Example of Modulation

- SL: (1) teachers in normal classes: “stop talking” (2) teachers now: “please guys say something”
- TL: (1) *guru-guru / di / kelas / normal: / “diam / anak-anak” /*
EE EE EE PB Mod Exp
 (2) *guru-guru / sekarang: / “tolong / anak-anak / katakan / sesuatu”*
EE EE EE Mod EE EE
- TT: 8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explication
- TL by student: (1) *guru / dikelas / normal / **adalah guru yg tidak banyak***
EE EE PB Mod
Bicara (2) guru / yang sekarang / adalah guru yang sering
EE EE
menyuruh muridnya untuk mengatakan sesuatu
Mod
- TT by student: 4 Establish Equivalent, 1 Pure Borrowing, 2 Modulation

The use of modulation translation techniques as an expression of the point of view and focus of the context above apparently does not make the translation better because in the target language the sense of humor in the translation is lost.

Generalization (Gen)

Generalization (Gen) is used by translators in conveying messages into the target language by generalizing according to the existing habits of the region and the people who speak that language. Some students in translating this meme image also used generalization techniques. This translation technique was only used on data 5. Below are the students’ translation results.

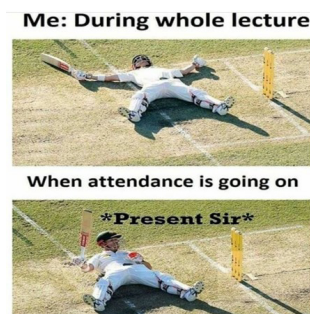


Figure 5. Example of Generalization

- SL: (1) me: during whole lecture (2) when attendance is going on *present sir
- TL: (1) *aku: / sepanjang / perkuliahan / (2) ketika / presensi / berlangsung*
EE EE EE EE Gen EE
- TT: 5 Establish Equivalent, 1 Generalization
- TL by student: (1) *aku: / selama / kuliah*
EE EE EE
 (2) *ketika / **presensi** / berlangsung*
EE Gen EE
- TT by student: 5 Establish Equivalent, 1 **Generalization**

The student used generalization on word ‘**attendance**’ to be ‘*presensi*’, which is correct, but word ‘*selama*’ could represent the time a student spends during college, which could be a year or more. Therefore, the words ‘**during whole lecture**’ should be interpreted as ‘*selama perkuliahan berlangsung*’ which is more accurate.

Natural Borrowing (NB)

Natural Borrowing (NB) is used to convey a message by changing the writing with the same sound from the source language and almost all students used this translation technique to translate the word ‘test’ on data 3. The following are the translation of meme images by a student.

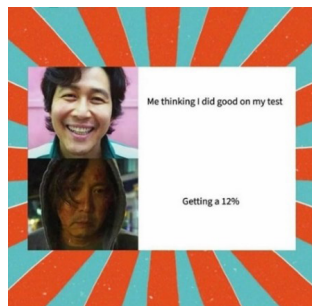


Figure 6. Example of Natural Borrowing

- SL: (1) me thinking I did good on my test (2) getting a 12%
- TL: (1) saya / pikir / saya / telah melakukan / yang terbaik / dalam / ujian saya
 EE EE EE EE EE EE EE
 (2) hanya / mendapat / nilai / 12%/
 Add EE Add PB
- TT: 8 Establish Equivalent, 2 Addition, 1 Pure Borrowing
- TL by student: (1) saya / berpikir / aku / sudah melakukan/ tes / dengan baik
 EE EE EE EE NB EE
 (2) Mendapat / 12%
 EE PB
- TT by student: 6Establish Equivalent, 1**Natural Borrowing**, 1 Pure Borrowing

The student used Natural Borrowing but it was incomplete; the word ‘**my test**’ from the source language was only translated as ‘*tes*’ using the Natural Borrowing translation technique. This made the student’s translation result inaccurate.

Explicitation (Exp)

Translators use explicitation technique to explain a word directly without being complicated. Explanation in this research on translating meme images was only found in data 10. The following is the translation result by student 20.



Figure 7. Example of Explication

SL: (1) teachers in normal classes: “stop talking” (2) teachers now: “please guys say something”

TL: (1) *guru-guru / di / kelas / normal: / “diam / anak-anak”/*
EE EE EE PB Mod Exp

(2) *guru-guru / sekarang: / “tolong / anak-anak / katakan / sesuatu”*
EE EE EE Mod EE EE

TT: 8 Establish Equivalent, 1 Pure Borrowing, 2 Modulation, 1 Explication

TL by student: *Guru / saat/ normal/ kelas/ menyuruh / anak-anak/ diam*
EE EE PB EE Add Exp EE
Guru / sekarang/ menyuruh/ untuk/ berbicara
EE EE EE EE EE

TT by student: 8 Establish Equivalent, 1 Pure borrowing, **1 Explication**, 1 Addition

There are words translated by the student using explanation style, but in this meme image ask student to translate it based on the text so it makes student translation inaccurate. The word “teachers” was only translated to be “guru” instead of “guru-guru”. The word “normal” here refers to a class as usual but the TL by student made the translated sentence ambiguous.

Literal Translation (LT)

Literal Translation (LT) is used in word-for-word translation, so that sentences in the target language have exactly the same word order as the source language. This translation technique was used by the students found at the data 4, 7 and 10. The following are the results of the students’ translations using this literal translation technique.

Teacher: if you're stuck on a problem
ask your partner.
Me and my partner:



Figure 8. Example of Literal Translation

SL: (1) teacher: if you're stuck on a problem ask your partner (2) me and my partner:

TL: (1) *Guru: / jika / kamu / menemukan / suatu/ masalah / tanya / temanmu*
EE EE EE EE EE EE EE EE EE

(2) *aku / dan / temanku*
EE EE EE

TT: 11 Establish Equivalent

TL by student: (1) *guru: / jika / kamu / terjebak / dalam / sebuah / masa-lah/*
EE EE EE EE EE EE EE

Tanyakan / pada / pasangan kamu (2) saya / dan / pasangan
EE EE LT EE EE LT

TT by student: 11 Establish Equivalent, **2 Literal Translation**

The words **'my partner'** would be more suitable if translated as **'temanku'** instead of the word **'pasanganku'** because the context of this translation was education.

Description (Des)

Description (Des) is used to describe a word that is not commonly used in the target language but can be translated into an explanation so that the reader can understand the message conveyed. The following are the results of the translation by student 26.

When you bunk school and see your
teacher at the mall 🤔



Figure 9. Example of Description

SL: when you bunk school and see your teacher at the mall
 TL: *ketika / kamu / bolos / dan / bertemu / gurumu / di / mall*
EE EE EE EE EE EE EE PB
 TT: 7 Establish Equivalent, 1 Pure Borrowing
 TL by student: *ketika/ kamu / bolos /sekolah / dan / bertemu/ gurumu /*
EE EE EE EE EE EE EE EE EE
*di mall /(**pusat perbelanjaan**)*
PB Des
 TT by student: 8 Establish Equivalent, 1 Pure Borrowing, **1 Description**

Adding a description of the word ‘mall’ here was not appropriate because ‘mall’ was common for everyone unless it was said or written for people who did not understand a mall.

The quality of translating meme images

A great translation should be getting the score 3 for accuracy, 3 for acceptability, and 3 for readability and accurately communicating the intended message from the source language to the target language while preserving its meaning. In producing a quality translation, a translator must pay attention to the translation quality score by Nababan et al., (2012)

Table 5. The Overall Mean Score of Students from Each Category of Translation Quality

Students	Translation Quality		
	Accuracy	Acceptability	Readability
01	2,4	2,6	2,8
02	2,7	2,7	2,8
03	2,4	2,6	2,7
04	2,5	2,9	2,9
05	2,1	2,6	2,6
06	1,7	2,1	2,7
07	1,8	2,2	2,5
08	1,8	2,2	2,5
09	2,3	2,6	2,9
10	2,8	2,8	2,8
11	2,5	2,7	2,8
12	2,8	2,6	3
13	2,6	2,8	2,9
14	2,5	2,9	3
15	1,9	2,3	2,2
16	2,4	2,7	3
17	2,2	2,6	2,9
18	2,1	2,6	2,8
19	1,8	2,1	2,7

20	2,1	2,6	2,9
21	1,8	1,9	2,6
22	2	2,5	3
23	2,3	2,8	2,9
24	2,1	2,5	2,8
25	2,3	2,6	2,9
26	2,3	2,8	2,9
27	2,2	2,4	2,9

From the data above, students are grouped into three color groups to make it easier to read the highest and lowest results. The blue color represents students who got a perfect mean in one of the categories and the data shows that in the readability categories students 12, 14, 16 and 22 got a mean score of 3 in this category. Then the orange color represents students who have an average score below 2, namely 1.8 and 1.9, and this was obtained by students 07, 08, 15, 19, and 21, but the orange color does not only represent one category, it represents accuracy and acceptability categories. However, the accuracy category is the most numerous with a score below 2 and the red color represents the lowest average student score, namely student 06 who only got a mean of 1.7 in the accuracy category.

Vocabulary deficiency

Students' vocabulary skills is important when they want to know the purpose and meaning of the source language. Vocabulary determines the accuracy of a translation. However, in the interview results, students said that they had difficulty translating meme images due to problems in vocabulary. This was acknowledged by S1: "Sometimes the vocabulary in the text cannot be translated literally" S2: "I do not know the vocabulary, it makes me difficult to translate" and S3: "I cannot interpret one hundred percent correctly because I have to know the vocabulary first and adding a large vocabulary takes a long time." The students stated that vocabulary was a problem that they faced in translating meme images. There were several words that we not translated from the source language, such as the words "every student's ultimate move" in data 2. Students also needed longer time when they got vocabulary that they did not know the meaning by searching through an online dictionary.

Perplexed by meme images

Confusion regarding meme images turned out to be another problem faced by the students in translating meme images. This affected the students' translation results in terms of accuracy, acceptability or readability. The following are students' expressions regarding confusion about the meme images that students translated.

S4	<i>"I confused about the intended meaning of the images"</i>
S5	<i>"I do not really understand the meme image so it's difficult to translate it"</i>
S6	<i>"I have to carefully observe and understand the intended meaning of the image"</i>

Confusion about meme image made students take more time to translate it into Indonesian, as

in extract 4 students are confused about the appropriate meaning between the image and the words. This is also because students do not understand the meaning of meme images so they have difficulty translating them well (extract 5). S6 decided to observe the meme image carefully before translating to ensure that what was translated was not mistaken. The students on data 5 and 10 were confused of the purpose of meme image.

Not understanding the context

Before translating, the researchers explained that the context of the 10 meme images provided was the context of a student's view of a situation while undergoing education. However, when translating, there were some students who still did not understand the context intended by the meme images. The following are some students' statements regarding the problem of the context of meme images. S7: *"I do not understand the context so I am confused about what technique to translate"* S8: *"In my opinion, understanding the correct translation context for English memes is one of the difficult things, due to differences in habits and cultures abroad and within the country"*

When translating meme images, students also experienced several things that caused the use of translation techniques and the quality of translation for each student to be different, including vocabulary deficiency, perplexed by meme images and not understanding the context. Students also translated meme images following the abilities and experiences that students had experienced while undergoing the translation course so it was not surprising that this research found various variations in translation techniques and translation quality.

The problem of lack of vocabulary in several studies is still frequently encountered, especially among EFL students and it also has an impact on students' translation skill (Raja Muh, Noor Raha, Shahbaz. M, Ainol H, 2018). When the students in this research did not know the meaning of one of the words in a sentence, they often concluded from the context that they think was correct, but in was not so. Apart from that, translating meme images is something new for students because even though students often see meme images from various social media that they have, translating English memes into Indonesian is a new experience for them. However, not all students used social media to see meme images, or saw them but were not interested in trying to understand the meaning, so this made students unfamiliar with the context of the meme image itself.

CONCLUSION

There were 9 translation techniques that students used to translate meme images. They are Establish Equivalent (87,75%), Pure Borrowing (6,55%), Addition (3,00%), Modulation (0,86%), Generalization (0,75%), Natural Borrowing (0,50%), Explication (0,25%), Literal Translation (0,20%), and Description (0,14%).

The translation techniques applied by the students in translating meme images produced 2,44 (less accurate), 2,54 (less acceptable) and 2,78 (readable). Description technique contributed to the less accurate meme image translation, the addition technique used by the students influenced the less acceptable, and the establish equivalence technique contributed to readable meme image translation.

There were 3 problems faced by students in translating meme images such as vocabulary deficiency, being perplexed by meme images and not understanding the context. The researchers advised the students as translators of meme images for tackling vocabulary deficiencies by reading from novels to news articles, depending on their interests and proficiency level. Looking up unfamiliar words and trying to understand their meanings and usage in different contexts were also needed. Moreover, to understand memes, checking out popular internet jokes and references, looking on social media, forums, and meme websites were also a good practice. Paying attention to the jokes and pictures that keep showing up was another suggestion. Understanding context was also crucial for grasping both words and memes. The researchers recommended practicing by analyzing the text or image around them to guess their meanings.

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ACCENTUATING THE ENHANCED ROLES OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Abstract

A mass of studies has unfolded the accentuating role of motivation in promoting learning outcomes. However, those studies were focused on the quantified data exhibiting the significance of instrumental and integrative motivation without sufficiently delving into the impacts of these motivations. Thus, this study aimed to enhance the insights of the motivations' role based on the learners' perspectives. A qualitative approach was employed to examine the responses from 15 selected participants. Data was obtained from a one-on-one interview extracted from Gardner's Attitude/Motivation Test Battery (AMTB) and scrutinized using holistic and specifically focused analysis. The findings revealed that the two motivations aroused learning enjoyment, anxiety, earlier/regular exposures, and language habits. To some extent, integrative motivation promotes greater positive influences than instrumental motivation. Learners with integrative orientation were more regularly exposed to the language due to the internal desire to be directly engaged with the speaking group. Hence, they found learning more enjoyable and actively used it daily. In contrast, instrumentally motivated learners tended to be anxious as they were driven to attain external rewards and hardly enjoyed the learning process. They occasionally learned the language for a unique goal that lessened the language exposure. As a result, the integrative learners outperformed the instrumentally-oriented learners. However, the finding shows that both motivations should be synergized to expect better learning outcomes.

Keywords: *English learning, Integrative motivation, Instrumental motivation*

INTRODUCTION

Many studies attribute English learning success to motivation, which has been inquired as a growing interest over decades among researchers, underscoring its salient implication in language learning (e.g., Özden, 2018; Dincer & Yesilyurt, 2017; Alizadeh, 2016; Dörnyei, 2002). Motivation was captured as a predicting factor in learning strategies (Hariri et al., 2021), endorsing distinguishable outcomes (Azar & Tanggaraju, 2020; Smith & Loewen, 2018).

According to Dörnyei (2002), motivation amplifies one's enthusiasm, leading to commitment and persistence in accomplishing a goal. Highly motivated learners are encouraged to level up their language by exerting relevant learning activities. These traits heighten their potential to reach learning success. Studies by Hong and Ganapathy (2017) and Zanghar (2012) linearly postulated that highly motivated students tended to be high language achievers as they established specific countermeasures when facing such hindrances during the learning process.

Gardner and Lamber (1972) introduced the key motivation framework in socio-educational theory, which divides motivation into instrumental and integrative. These two motivations have been profoundly evidenced to play a decisive role in language learning achievement. Integratively motivated students tended to apply a close engagement with the language features such as actively interacting with the natives, enjoying movies or music, reading articles, integrating with the cultures, and the like (Gardner, 2010). In contrast, students with instrumental motivation were more likely determined by pragmatic outcomes such as dealing with tests, social and economic acknowledgment, career or study pursuance, and other pragmatic relates. (Mun, 2011; Gardner, 2010; Saville-Troike, 2006)

Studies exploring these two constructs against the learning outcomes have discovered profound findings with divergent results in promoting learners' successes. Some studies showed that integrative motivation is more determining in influencing language learning success than instrumental motivation (Sadik, 2021; Kamiluddin, 2019; Liu, 2007), while others revealed the contrary, that is, instrumental motivation outperformed integrative one (Siahaan et al., 2022; Shinta, 2012).

Those studies are, however, debatable. Motivation should be rigorously accounted for from one point of view; they instead depend on the geographical sphere. For example, research conducted by Svanes (1987) signified that American and European students were captured as being more integratively motivated than Middle Eastern students, and it showed that Asians were motivated instrumentally. She further explained that these data occurred due to the life forces of these two different oceans. Asians, for example, have a strong tendency to learn English for future career pursuits as the language serves as a foreign language. The study also revealed that both motivational types played equally significant roles in those countries; learners hiring either instrumental or integrative motivation have the potential to expect learning success.

In a similar reign, Chalak and Kassaian (2010) indicated in their paper that by knowing the mutually decisive roles of both motivations in promoting learning success, the learners could take advantage of both. A learner can be orientated integratively while pursuing external goals, or things could happen the other way around. Azar and Tanggaraju (2020) pointed out in their paper that both motivations have a barely distinguishable effect, meaning they should be mutually programmed to expect a more satisfying learning result. However, the investigation of

integrative motivation (Saragih & Subekti, 2023) and instrumental motivation (Saragih & Subekti, 2024) towards L2 speaking through the bivariate linear regression showed an insignificant correlation, which can be translated that motivation is not always associated with the learning outcomes. There must be external factors influencing the speaking skills, such as the learners' psychological condition during the performance, the language competence, the learning atmosphere, and the like. In other contexts, another study found significant predictive power of instrumental motivation on self-efficacy (Sinaga & Subekti, 2024).

In light of the above explanation, instrumental or integrative motivation is considerably salient in determining someone's perspectives towards English language learning, promoting a relatively equal result, either a success or failure story. This perspective encourages the researcher to inquire about a deeper comprehension of the motivation in English language learning served qualitatively. That being said, the current study aims to investigate the research inquiry of how these two motivations play their roles in influencing the learners' state during the learning processes.

METHOD

Research Design

This study deployed a qualitative approach using a one-on-one interview technique. The interview questions were generated from the long-deployed motivational orientation test, Gardner's Attitude/Motivation Test Battery (AMTB), established by Gardner and Lambert (1972). This instrument was designed in an open-ended question model to gather more holistic data about the participants' detailed conception of motivation's role in language learning based on the constructs of the two orientations, e.g., Instrumental and integrative motivation.

Participant

Fifteen participants were purposively selected based on their English level; low and high English achievers complied with their two-year valid TOEFL score. Each participant was given 15 minutes to respond, including an open discussion with the researcher. During the interview session, they were asked lists of questions and encouraged to express their answers without intervention.

Data Analysis

The data obtained was holistically accounted for through descriptive analysis, specifically focused analysis, to extract information following the study objectives.

FINDINGS AND DISCUSSION

General Views of Instrumental and Integrative Motivation

As indicated in the interview, all participants were motivated regardless of their English level; this occurs under variable interventions.

“I started to focus on improving my English since entering university; my major is English so I must be good at English,” said the Instrumentally Motivated participant

This data supports the natural wire of humankind that is the force to find a personal goal for life fulfillment. Berkman (2018) stated that human is designed to be goal-oriented under the influence of either internal or external implications. With this, Brown (2007), in his constructed theory of motivation, captured a congruent view that each individual possesses their respective motivation constructed based on some aspects, yielding to environmental, social, or cultural in which they are surrounded.

In this study, some participants reported being enticed to learn English to pursue practical objectives (instrumental motivation) such as enrolling in English tests for higher education pursuit, going abroad, expecting a better future career, or other pragmatic applications as the following caption.

“I believe I can reach my future career path with English; when I was in senior high school, I always dreamed of going abroad to study which became my first reason to start learning English,” said the participant.

Hudson (2000), Mao (2011), and Shinta (2012) congruently discovered the same ideas depicting Gardner and Lambert’s (1972) motivational theory, postulating that instrumental motivation is a force to achieve practical goals that are mainly inherited from the outside. According to Aleidin and Theresa (2015), this type of motivation in English language learning is essential, especially for those speaking the language as a foreign/second language; it can help the learners achieve a promising future path.

Some others, in contrast, revealed possessing integrative motivation. They were genuinely interested in English; they tended to speak it by indulging in the speaking community or extending their inquisitiveness to English works such as movies, literature, music, and others. Practically, they are fostered to understand the cultures associated with the language itself.

“My parents are English teachers, and they have introduced me to English since I was young, I have been interested in watching movies and listening to songs in English since then, not only that, I am practically more comfortable expressing my ideas in English than In Bahasa Indonesia,” said the participant.

These findings are linear, with a caption by Syafrizal and Maulina (2019) and Gholami et al. (2012) stating that integrative motivation means integrating oneself to become a part of the language’s culture or society. Similarly, Saville-Troike (2006) and Qashoa (2006) explained that learners with integrative motivation have the impulses to linger or to socialize with the language group to understand the ways of life of the native speakers.

Delving into this motivation type, this study highlighted that integratively motivated learners appeared to be more outperformed in English both in the score and their speaking fluency than the instrumentally motivated ones. Along with this data, the researcher further inspected by

scrutinizing the detailed evidence obtained from the interview as the following explanations.

Integrative learners were found to have been exposed to English since they were kids. Their parents introduced the English language through music or movies and set their dailies surrounded by the language, which built their interest in English. Simply put, they confirmed that they prefer to use English in expressing their ideas. Aside from the motivational influence, earlier exposure to English has been proven to play a central role in affecting second/foreign language competency; the way the language is learned is pretty much the same as the learning stages of the first language or the mother tongue. This accordingly makes the learners own the native-like ability. To verify this data, Samudro and Amin (2022) in their study of earlier language exposure for better language acquisition probed that children in their age could acquire multiple languages in an equal amount of time and competency which Saville-Troike (2006) furthermore termed this phenomenon as simultaneous multilingualism, that is, the ability to acquire more than one language at the same time during the early childhood. Also, the individuals exposed to the target language earlier, particularly in the critical period of language development (e.g., 2 years old) attain higher proficiency in the target language (Qureshi, 2021), and they performed better than those who were exposed to the language in the later age (Granena, 2012).

The above highlight can be linked to other potential promoting aspects to trigger greater language competence, that is, language habit. The present researcher suspected that having been adjusted to English since a young age and having spoken the language in day-to-day life, speaking competence can naturally escalate. This happens as the language has been habituated through regular repetition (Macknight, 2006). Habit, according to Covey (2004), is easy to form if it can offer joy. Resonating to the present study, most integratively motivated learners found themselves more contented while learning the language due to the veritable enticement that comes from within, which wires them to form the language habit.

On top of that, as mentioned, learners with integrative motivation are inclined to interact or build a possible relationship with the speaking community. This learning form offers them more opportunities to communicate with the group using the language. As a result, a more significant amount of language input is absorbed, improving language fluency, particularly in speaking. This argument can be enhanced by Jones (2006), who says that integrative motivation promotes a more powerful potential to achieve second/foreign language fluency as it generates a natural desire from one person to cultivate a long-lasting relationship with the speaking group. In a similar reign, Hernandez (2006) indicated in their paper that high speaking performance is associated with integrative or internal motivation due to the internal drive to participate in language groups through speaking. Dincer and Yesilyurt (2017) also verified the role of motivation in speaking ability. They argued that learners with internal drive were highly determined to be engaged with speaking class as they got happy and satisfied interacting with their peers using the language. This consequently uplifted their verbal ability. Integratively oriented learners tend to apply numerous learning methods, making them sound like native speakers (Finegan, 1999).

Another startling finding disclosed in this research is about enjoyment. The researcher inspected during the long-deep discussion that since integratively motivated learners possess an inherent tendency to learn English without external forces; they equip a learning environment full of joy. For example, a participant concealed that she did not purposively learn the language by conventional learning, such as trying to understand the grammar rules, but instead lingered

with the language on dailies. She shared that her prior intention to commit to learning English was due to her favorite singer; she wanted to know the singer's activities either the newly aired songs or any related TV programs. Beyond her consciousness, she had let herself be exposed to English through enjoyment and improved her English significantly.

“I have been falling in love with Beyoncé ever since I listened to her songs. I always follow her updates and watch almost all her shows on TV or YouTube,” said the participant.

Such a case has been profoundly investigated. For example, a study on the substantial impacts of integrative motivation on learning strategies by Dwinalida and Setiaji (2020) exhibited that learners with integrative motivation found English interesting to learn; they said that English was their favorite subject; this perception towards English made them happy to learn the language and wired to speak the language regularly. Moreover, Brown (1994) and Deci and Ryan (1985) confined that as integratively or intrinsically motivated learners are not devoted to external rewards, they are doubtlessly eager and interested in engaging with the learning process, which helps them get more attracted and pleased doing the learning activities. They are characterized as more delightful, self-determined, and enthusiastic learners with an uplifting frame of mind (Azar, 2020, p.326).

In addition, a theory of motivation established by Deci and Ryan (2002) covering three major components called amotivation, external, and internal motivation explains that the drives from internals are determined to behave to seek enjoyment and satisfaction while doing the relevant activities; in a language learning scheme, learners with these internal forces tend to be self-regulated focusing more on enjoying the learning process instead of the outcomes.

Based on this idea, integratively motivated learners appeared to enjoy learning as they are innately initiated to learn the language. They are driven to move independently without external pressure, not intentionally make a learning setting, but rather adapt the language in daily practice. Thus, having no external demands makes it easy to habituate the language. This is congruent with the habit formation introduced by Duhigg (2013) in his book. According to him, habit is formed by three components, the cue or trigger, behavior through action, and reward. In regards to the present idea, it can be induced that the integrative-orientated learners get cued by the internal interest towards the language, then makes them create actions to master the language, and finally, due to the genuine satisfaction they experience through the learning process, which is, in this case, called the reward, they stick it around to become part of them, which is the habit itself, the language habit.

Additionally, the researcher assumes that learners with integrative orientation appeared to adopt language acquisition instead of language learning. Language acquisition, according to Krashen's hypothesis (1998), is an unconscious process concerning the message/meaning conveyed through the natural interaction using the language, not the language's features such as grammatical form; also, the process is more likely “picking up” the language, not “knowing about” the language. Whereas, the data shows that the language adaption from the majority of integratively motivated learners is seemingly subconscious without being equipped with learning materials, but more likely directed to interact with the language such as talking to relatives, choosing readings in English, listening to English podcasts, watching movies, and being more comfortable

writing in English either sending messages via WhatsApp or journals.

This data supports the study by Mamajonova (2021) unfolding that due to being thoroughly fascinated by the social life and cultures of the speaking groups, integratively oriented learners tend to apply practical strategies such as watching English movies and listening to English songs. This leads them to gain timely-limitless exposure to the language through those platforms. The researcher, furthermore, said that these types of learners have the intention to draw themselves to the cultural features that inevitably make them act, behave, and sound like a native speaker; not only that, the participants in his study revealed that they often made close interaction with native speakers that could incline the acquisition process as the varieties of language inputs they obtain during the interactions increased their understanding of the language.

To support this data, a participant who has been engaging with English since elementary school explained that her brain is accustomed to thinking in English, so she prefers to use English in expressing her ideas. This also aligns with another participant who reported having integrative motivation; as he was first introduced to English by his parents, which since then built his interest in English, he speaks English more than Bahasa Indonesia at home, and his accent sounds like a native speaker. However, as he acquires English as his first language at home, he finds a lot of difficulties in understanding English grammar; surprisingly, he can speak the language with the magnificent English grammar but is relatively unable to write the language in grammatical order. He further shared his experience the first time he joined English class; his speaking declined due to being introduced to English grammar. He was confused and often paralyzed once he tried to think more about grammar. These captures can be explained by the behaviorism stimuli-response-reinforcement chain (Mart, 2013). For the above case, the participant was equipped with enough stimulus and response amid the times to adapt to a new language. Even though he had no idea at the first stage how a word or sentence is grammatically chained, he understood how they are used correctly from the feedback of his language mistakes. This occurred often until his language habit was formed.

On the opposite of the integrative motivation roles, the learners with instrumental motivation appeared to earn less English exposure; they learn the language occasionally under some particular external sources. This happens as the foundation of this motivation is a pragmatic base generated from their environmental necessities (Engin, 2009). Most data shows that the instrumentally motivated learners approved their moderate English ability, which can be indicated in their average scores and speaking performance.

For example, a participant who was acclaimed to be instrumental admitted that his English is not improving even though he has spent times for less than 5 years learning the language since high school, especially speaking. He learned English conventionally by memorizing words, understanding English grammar, and scarcely practicing the language. This finding supports the idea proposed by Mamajonova (2021) that students with instrumental motivation tended to emphasize passive skills, such as reading, listening, or understanding grammar, which declined their ability to actualize it into active practice, such as speaking or writing.

Another participant with the same orientation revealed that his English did not improve because he learned the language for specific purposes. Once the goal is achieved, he barely continues learning the language. Maulida (2022) and Mamajonova (2021) have also examined the same

issue in their thesis that the external reward can be promising to success but will be devastating at the same time once the goal is achieved, it is very potential for the learners to hold little or even no interest in sustaining the learning journey. This phenomenon in psychology is called the hedonic treadmill, also known as hedonic adaptation, that is humans' tendency never to feel satisfied once they have achieved their goals. The excitement of achieving something will fade away and return to the normal state (Brickman, 1971). Similar data was also deciphered in a study by Wang (1993) that learners with instrumental orientation could commit to contributing their time and energy to learn the language. Still, they were prone to get frustrated when faced with difficulties and, ultimately, discontinue the learning process.

Instrumental motivation, on the other hand, showed the contrary facts. The researcher found that most instrumentally motivated learners did not get along with the learning process as they were more enticed to seek external rewards. They deal with the anxieties of not being able to achieve their goals.

The former case was shared by one of the participants currently enrolling in a high institution under the requirement of meeting the English standardized score test. He started to learn the language by taking an intensive English course. After a month of class, he did not meet the required score and realized that his English showed no improvement. In the interview, he revealed that it happened because he was not present throughout the learning process; he was too anxious and overly thinking about the failures after the test. As a result, he found that he just focused on the result instead of the learning per se, which failed him in both the language and the result. Schicker in his distributed online article stated external motivation/instrumental motivation triggers pressures as this is originally not based on natural desires; psychologically, the chemical components called happy hormone, serotonin, and dopamine, in the brain are not produced well while working under loads. This condition consequently weakens cognitive skills such as creativity, memory, and learning. Likewise, regarding anxiety, Ariani (2017), in her study, exhibited that anxiety was significantly positively correlated with external motivation and showed a negative correlation with internal motivation. She found that goal-oriented individuals who focused more on achieving external rewards or recognition were more likely to experience anxiety and less satisfying mastery as they were captured as less mastery-goal-oriented. This finding is consistent with Simon (2010) and Lee et al. (2003), stating that externally motivated learners were more likely to adopt maladaptive behaviours, one of which was anxiety.

Due to the primary concern of achieving external rewards, they were restricted to English exposure in regular life; they lingered with the language only for special occasions, which, as a result, declined the potential to improve their English performance. Similar to this data, Zhao (2012), in investigating Chinese Students' motivation, found that the majority of the students hiring instrumental motivation had a limited opportunity to use the language daily; consequently, they were shown to learn the language for specific external purposes such as gaining good grades at school.

The Shifting Mode of Integrative and Instrumental Motivation

However, in addition to the above highlights, motivation is prone to shift. Being instrumentally motivated does not necessarily mean it is implausible to shift to integrative motivation or vice versa. According to the data interview, integratively motivated learners majorly agreed that En-

English is essential when facing a prospective career, especially living in Indonesia, where English is one of the mandates for school or work enrolment. For example, one of the participants with integrative motivation reported that even though he has mastered English since he was young and been able to speak the language, he has to join a TOEFL class to apply for a higher education institution; he revealed that it was not as easy as he thought, he still faced many obstacles to get to understand the use of English in terms of the grammatical circumstance.

“Even though I have been using English since I was young, I still enrolled in TOEFL class and I found it hard, it was not as easy as I thought. I was barely able to understand the English grammar,” said the participant.

Irrespectively, he somewhat shifted his prior view on English, perceiving that learning English should be taken from the internal forces and considered based on the pragmatic arousals. Along with this, the instrumentally motivated learners also disclosed a similar situation. Having been dealing with English, they subconsciously became interested in English during the conventional learning process; they found enjoyment and were finally less centered on achieving their goals. In detail, during the discussion in the interview, the researcher uncovered that two of the participants similarly delivered the same responses that they were no longer learning English for a specific purpose as the turning point of deciding to cultivate their English ability; they managed to be internally interested in the language despite their primary goal that is to apply for a future job. They reconstruct the learning strategies by not only practicing on an occasional basis but also the dailies.

“Actually, I started to learn English when I was a high school student mainly because of my teacher’s advice of the importance of English for my career; but later I found it interesting and managed to use it in my dailies,” said the participant

This shifting phenomenon has been unraveled in newly published research by Qizi (2022). He examined the motivational theory developed by Deci and Ryan on self-determination theory. According to this theory, motivation is divided into three elements, amotivation, extrinsic, and intrinsic. In his paper, he uncovered the change or shift in motivation from the selected participants. For the details, the participant used to have no motivation (amotivated) to learn English, but he later changed to be extrinsically motivated for practical purposes, in the end, changed his mind to perceive the language for joy. His paper showed that the shifting to extrinsic motivation at the first stage was due to the ideas coming from the participants’ surroundings regarding the fundamental necessities for a better life as living in a country perceiving the language as a foreign language. Then, the idea was changed to be intrinsic after finding joy and being internally inspired through escalated curiosities towards the language. To strengthen these findings, the changing or shifting phenomenon supports the concept by Ushioda and Dornyei (2012), underscoring that motivation is dynamic and prone to change or move as it happens to be the state of mind influenced by some factors one person experiences.

In summary, both motivations can be simultaneously hired based on the respective intervention a person experiences. As integrative and instrumental motivation have unique roles in affecting the language learning process despite the outcomes, synergizing them would be highly recommended to gain a more significantly satisfying result. Motivation should not be accounted for

by only perceiving the present condition and considering the easily adjustable aspects based on personal experiences. Some gain success by formerly hiring integrative motivation, then later changing to instrumentally motivated, while others find a good result when doing the reverse, from instrumental to integrative. Finally, one's motivation cannot be rigidly judged based on the current condition; it should be scrutinized from the first stage of the learning stories.

CONCLUSION

The findings underscored that integrative motivation determined greater success than instrumental motivation. It was mainly generated from the intentions of engaging with the language, either internal/natural desires (integrative motivation) or external drives (instrumental motivation). These two concepts of motivations resulted in various perspectives that affect learning strategies and outcomes, including enjoyment, anxiety, earlier/regular language exposures, and language habits. Integratively motivated learners appeared to be easily adaptable to the language, which made them outperform depicted in their English score and speaking ability. This finding is rooted in the perspectives toward the language, which most integrative learners tend to view as a platform to navigate and learn about the cross-cultural concept of the speaking community, including the lifestyle, arts, and other internal spheres. They tended to establish a close connection or interaction with the language group. Apparently, they adopted the language not through conventional learning but acquired the language through habit, hereafter called language habit. The natural engagement towards the language encourages satisfying and enjoying learning and gives no pressure from the external demands that result in learning sustainability.

Meanwhile, the instrumentally motivated learners tended to discontinue learning once the external goals were achieved. They engaged with the language only occasionally and barely practiced it in their dailies. Such a case occurs first and foremost due to the views on the language, primarily concerning achieving external rewards. They did not see language as something to live with; instead, it was only a requirement; once the target was achieved, their motivation faded away. They, in return, lack exposure due to the occasional learning. During the learning process, they were likely to experience anxiety. They could not focus on the material due to being afraid of failing to reach their goals. This further entails unenjoyment and dissatisfaction, leading to the relinquishing of learning. As for the final result, their language ability will only remain indifferent.

However, synergizing integrative and instrumental motivation would be highly recommended. Though it is undeniable that English determines a more promising life, focusing only on the external drive risks discontinuing the pursuit of improving the language. Thus, it should be accompanied by internal forces to sustain the expected learning outcomes.

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AN ANALYSIS OF SLANG FOUND IN X THREAD BY K-POPERS

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Abstract

This research focuses on using slang words in social media X, previously known as Twitter, especially in comments by K-pop fans, known as K-popers. The method used in this research is a qualitative case study, with data collected through participatory observation and content analysis of X comments posted by K-popers. Wit a tweet on X being the primary data source. The analysis includes identifying the types of slang used and its interpretation within the cultural background according to Allan and Burridge's theory, as well as a conceptual framework that explains linguistics in aspects of semantics. This research is expected to provide theoretical insights into linguistic dynamics in online communities and practical benefits in understanding how cultural and social identities are constructed and maintained through language.

Keywords: *KPopers, Linguistic, Slang, X*

INTRODUCTION

Language is dynamic; the way it is used in different periods indicates that the phenomena that happen reflect the changing of the language. Slang is now widely used in daily conversation, particularly among social media users. Tagg et al. (2017) claim that social media has developed into a significant medium for creating and disseminating slang, enabling users to generate and disseminate new phrases throughout online communities rapidly. In this regard, K-pop fans are among the many communities that frequently use X. Korean Pop or K-Pop, which has recently become incredibly popular worldwide. According to Cho (2019), K-pop's global appeal has led to vibrant fan communities worldwide, with X as one of the primary hubs for engagement and exchange among K-pop enthusiasts. In their daily interactions, K-popers often use slang unique to their community.

The online community of K-popers, particularly BTS fans known as ARMY, is one of social media's largest and most active fandoms. Platforms like X (formerly Twitter) are the main spac-

es for them to share content, discuss, and express their love for their idols. Within this community, language is used not only as a means of communication but also as a tool to create identity and form solidarity among fans. The creative use of language, including slang and figurative expressions, reflects the dynamic interaction between community members and the ever-evolving online culture. According to Tagg, Seargeant and Brown (2017), in their study of language interaction on social media platforms, the language used in online spaces often turns into a tool to shape group identity and differentiate oneself from outsiders. This is particularly relevant in the K-popers community context, where community members only understand specific terms. Phrases like “I am dead” or “Kill myself” are examples of how fans use language that sounds extreme in a literal sense but has a very different figurative meaning. These phrases are used to express shock or deep admiration for their idols.

Chun (2017) also revealed that online communities often use language to communicate and strengthen social cohesion among their members. In fandom communities like ARMY, language evolves into a way to show membership and loyalty to an idol group. Using figurative slang allows members to connect in a way that people outside the community cannot understand, creating a kind of exclusive “secret language”. Slang is the term for a colloquial language that is frequently used in casual settings or among particular groups in daily conversation. Slang, according to Harris (2014), can be seen as a more innovative and dynamic type of language that lets people express themselves in original and fascinating ways. According to research by Green (2016), slang can be used to forge group identities and increase a sense of camaraderie among neighbours. Slang is becoming increasingly common on social media due to its ability to create new words and convey meanings specific to its users.

This research is essential because the use of slang among Kpopers on Twitter reflects broader linguistic dynamics in digital society; it illuminates the significance of language in developing social interaction and group identity in the digital age. Kim et al. (2021) showed that analysing slang in online communities can provide valuable insights into the social and cultural dynamics that develop within those communities and how language shapes social interactions.

X serves as a communication platform and a space where slang shapes social interactions among its users. According to Gruzd and Haythornthwaite (2013), using slang on social media, such as Twitter, creates identity and a sense of community within online communities, allowing users to connect through a distinctive language that strengthens relationships between individuals. Slang unique to the community, for example, among the K-popers fandom, helps members recognise each other and strengthen bonds in a way that outsiders do not easily understand. As such, slang not only reflects the community’s identity but also shapes how users interact, share feelings, and respond to events, building a more cohesive and inclusive social interaction environment for fans worldwide. X shapes social interaction by providing a space for users to publicly share slang and distinctive language styles, which can then be accessed and understood by members of the same community. Retweeting and hashtagging features facilitate the spread of these terms, further reinforcing group identity and deepening the sense of community among users.

This research will depict how the use of slang among K-papers on X reflects broader linguistic dynamics in a digital society; it illuminates the significance of language in developing social interaction and group identity in the digital age. Kim et al. (2021) showed that analysing slang

in online communities can provide valuable insights into the social and cultural dynamics that develop within those communities and how language shapes social interactions. By analysing the types of slang used, we can understand how language develops and functions in online communities. Williams (2020) also adds that understanding digital subcultures, such as the K-popers community, provides essential insights into how identity and culture are formed in digital environments. According to Smith (2017), language serves as a reflection of a group's culture and values in addition to being a tool for communication. As a result, studying slang on Twitter within the context of the K-popers community will help with language comprehension and shed light on how culture and group identification are evolving in the digital sphere.

Examining colloquial language within the K-pop fandom on X is crucial as it mirrors the shifting social structures and cultural shifts in the constantly changing digital age. Kpopers from Jin (2018) are devoted fans of Korean pop music (K-pop) who engage in various fan activities, both online and offline, to support their favourite artists and interact with other fans around the world. Slang reflects a group or community's norms, identities, and values and serves as a casual mode of communication. Slang refers to words, expressions, and usages that are casual, vivid, racy, or playful replacements for standard ones and that often express an attitude of irreverence, defiance, or contempt. Based on Eble, C. (2016) stated that slang is a set of terms generated within particular subcultures that are distinctively informal, often metaphorical, and used primarily to establish group identity and social cohesion. Slang usage on social media platforms like X becomes a significant form of self-expression for K-pop fans, strengthening social bonds and fostering a feeling of community among the fan base.

By examining the slang used by Kpopers on X, we can learn how language is employed in an increasingly linked digital environment to support group identity and provide a platform for cultural expression (Androutsopoulos, 2006). Furthermore, examining slang on social media has broad implications for comprehending how digital communication influences the development of online personas and interpersonal interactions (Page et al., 2015). Studies on slang in the Kpopers community on X are significant in a broader social and cultural context and hold academic value, as they offer insights into the dynamics of online communities and their linguistic practices (Varis et al., 2015).

The (@archivefortae) account on platform X was chosen as the focus of the research because it significantly impacts K-pop fans, especially the Army. On June 26, 2024, the account posted content that garnered significant attention from fans and thousands of comments in a short period. The post went viral, inviting comments in various languages and highlighting the diversity and intensity of the global K-pop community's participation on the platform. The large number of responses from fans coming from different cultural and linguistic backgrounds provided a unique opportunity to observe the use of slang, fandom terms, and typical ways of interacting within this community. The reason for choosing this account is that its popularity transcends language and national boundaries, making it an ideal representation of cross-cultural interaction and language use within the K-pop fandom community.

The study involved participants who commented on a post on X (formerly Twitter). Their posts became the centre of a lively discussion, especially from June 26 to June 29, 2024, with over 700 comments collected to date. The post received much attention from BTS fans, especially ARMY, who showed their reactions to V's post while he was on conscription. These comments

became the primary source of data in this study, focusing on analysing the use of slang and figurative language used by fans in response to the emotional moment. The data collected includes expressions, reactions, and interactions that reflect the language dynamics within the K-popers fandom community on social media. The selection of this post as the primary data source was based on its high popularity and relevance to the phenomenon being analysed, namely, the ARMY's use of figurative language in response to the moment their idol posted while on conscription in Korea. This post became one of the hottest topics of discussion among fans during the period, allowing for data collection rich in language variations and emotions. In addition, with many of the comments coming from one to two days after the post was published, the data obtained was more representative in capturing the spontaneous and genuine reactions of the fan community. These posts also offer a unique perspective on how language is used to express excitement and shock in the fandom sphere, making them particularly suitable for semantic analysis in this study.

To provide clear guidance in achieving the goals of this study, the research questions are formulated as follows: 1) What types of slang are there based on (Allan & Burridge, 2006) in X comments by Kpopers?; 2) How does the function of slang on X reflect its usage among Kpopers?

METHODS

The study will use a qualitative research design. Qualitative research is appropriate for this study as it seeks to understand the meanings and experiences of individuals within specific cultural contexts (Creswell & Poth, 2018). Data will be collected through content analysis of Twitter comments, focusing on identifying and classifying slang words used by K-popers. This method will enable the researcher to capture the nuances of language use and the social functions of slang within this one community.

This study examines the slang used by K-pop fans, particularly BTS's fandom, Army, on Twitter during V's return posted on his Instagram. The data collection period was from 26 June 2024 to 27 June 2024, when the Army actively discussed and reacted to V's post. This time frame captures a surge of slang usage related to this event. However, the study is limited to this short window and does not account for slang used before or after this period or during other BTS-related events. Thus, the findings are contextualized within this specific temporal and cultural moment. The study takes the tweets on X as the data source.

Twitter is an online social networking and microblogging service that allows users to post and interact with messages known as 'tweets. It facilitates creating and sharing information and building communities (Gruzd & Haythornthwaite, 2013). In this study, the data will be in the form of slang phrases and sentences on Twitter used by K-popers. This approach is used to fully explain what types of slang are used and how it affects a person's or community's cultural background.

The primary goal of this study is to explore and analyze how K-pop fans (K-popers) use slang to interact in X (formerly Twitter), mainly how they use slang to express comments on popular posts. The two main techniques used to collect the data in this study are observation and documentation. These two techniques will allow the researcher to understand the use of slang in Twitter comments by Kpopers.

This approach will allow the researchers to go into great detail, focusing on individual or group cases that stand out in using slang. It provides a rich picture of the context of slang use, allowing the identification of different patterns of use and facilitating a deeper understanding of the motivations and meanings behind the use of slang in their online interactions. After that, the researchers will analyze the data using observation and documentation techniques.

The researchers will observe the direct interaction of K-popers in using slang on the X platform. Observations will be conducted systematically on comments containing slang, focusing on patterns of use, context of use, and interactions between members of the K-popers community. This technique will allow researchers to see firsthand how slang is used in real situations without any bias or interpretation that might occur in other data collection (Creswell & Poth, 2018).

Documentation then involves collecting and analyzing documents relevant to the research, such as X comment texts, news articles, or other materials containing slang used by K-popers. Data collected from documentation will be used to strengthen the findings from observation and provide additional context on how and why slang is used in online communication (Merriam & Tisdell, 2016).

FINDINGS AND DISCUSSION

Types of slang

This study uses Allan and Burridge's theory to determine the types of slang words. According to Allan and Burridge (2006), there are five types of slang words.

1. Fresh and Creative

This type indicates that the slang word has a different vocabulary to describe something in a casual setting. Many terms that are already common in our subconscious may be slang words that we do not know. The explanation why these slang words are recognizable to our minds is that these slang words occur long ago, as slang words have already existed since the 18th century, as Allan and Burridge (2006) have pointed out. For example, "mom" refers to a woman, especially the elderly. Another example is the word "Cray" (short for "crazy"). Crystal (2011) found that the term "cray" is used in hip-hop culture to describe something extraordinary or crazy.

2. Flippant

Allan and Burridge (2006) claim that this form indicates that the slang is formed by two or more terms in which the term written does not refer to the denotative meaning. The definition is "Break a leg", which implies "good luck." It is theatrical superstition that finds the hope of good luck to be a tempting fate. The slang word derives from folk etymology and provides the context of the American actor John Wilkes Booth, who killed President Abraham Lincoln. The assassin leapt to the stage and broke his leg. Another example, according to Thorne (2014), is an "Airhead" (someone who is stupid or unintelligent). Thorne (2014) points out the use of the term "airhead" in pop culture to refer to people considered less intelligent.

3. Imitative

Allan and Burridge (2006) clarified that the slang word derived from the standard English word, using standard English words with different meanings or combining two different words. The example is "gonna". This is the slang word derived from the phrase "going to". It is the same

with “Brunch” (a combination of ‘breakfast’ and ‘lunch’). Ayto (2008) noted that “brunch” became a popular term to describe the combination of breakfast and lunch

4. Acronym

Allan and Burrige (2006) defined an acronym as the result of the word formed by the first letter of each word in a phrase or made by initials from a group of words or syllables and pronounced as a new word. An example is NATO, which is the acronym of “The North Atlantic Treaty Organization” and “YOLO” (You Only Live Once). Baron (2010) identified using “YOLO” among adolescents as a life expression focused on experience and adventure.

5. Clipping

This type means that a slang word is made by deleting some parts of a longer word to become a shorter form with the same meaning. An example is the word “till”, which derives from “until”. “Flu” from ‘influenza’. “Fridge” from ‘refrigerator’. Burrige and Manns (2013) note that “fridge” is a typical example of clipping used in everyday language. The words which are commonly used can be clipped into shorter forms. In addition, the clipping form is not appropriate to use in formal conversation.

The function of slang on X among K-popers

This study found some highly popular slang terms used by K-popers on X in the comment section of K-popers. Each term has a unique meaning and function in a specific context:

1. “He is Going to Be the Death Of Me”

The phrase “He is going to be the death of me” is more of a hyperbolic expression to the fans; it shows, in extreme reactions to their idols, appeals within the K-pop community. This is understood not in a literal way but to describe deep admiration and uncontrollable feelings. Language like this enables the fans to express their emotions in extreme but funny ways; such expressions help them bond closer since fellow fans would understand these contexts. If categorized based on the type of slang by Allan & Burrige (2006), then this slang belongs to the Fresh and Creative slang type because it uses dramatic and creative metaphors that imply how strong the influence of idols is for fans.

2. “Jagiya”

“Jagiya” originated from the Korean word meaning ‘dear’ or ‘love’. “Jagiya” is adopted by fans to denote symbolic intimacy with their idols. “Jagiya” means much more than its literal meaning in this usage; it is a bonding language reflecting the adoption of Korean culture among the global community of K-popers. The term applies an illusion of proximity, closing themselves toward the K-pop world and showing great cultural awareness. Suppose the slang is categorized based on the type of slang by Allan & Burrige (2006). In that case, this slang is included in the type of imitative slang because it is taken directly from the native Korean language, which is used to show cultural closeness and identity.

3. “You are a Man with A Big Heart”

The sentence “You are a man with a big heart” is a meaningful pun here, particularly with V being shirtless in the photo shown to make him reveal his chest and muscles. Fans use this sentence metaphorically to praise their idol’s physique with playful irony. This forms part of a

semantic field in K-pop that is both seductive and visceral, through which the physical appeal of an idol is denoted in unique and distinctive ways within a fan community. If categorized based on the type of slang by Allan & Burrige (2006), then this slang belongs to the type of flippant slang. This phrase is playful and hyperbolic. Instead of referring to nature, it leads to physical admiration, which becomes a joke and admiration for fans.

4. “I can bark, woof woof.”

The best example of hyperbolic and humorous expressions is “I can bark, woof woof”. As mentioned above, highly exaggerated language, such as dog barking sounds, is used within the K-pop fandom to express interest or excitement. The language is used uniquely by the fans second; it reinforces their shared identity if it is based on the type of slang by Allan & Burrige (2006), then this slang is included in the fresh and creative slang type. The word “bark” as a response to admiration is an uncommon expression, making the term fresh and creative since that does not carry any literal meaning. Their slang is understood only by those involved in this fandom.

5. “Have Some Mercy on Us”

“Have some mercy on us” is a phrase used to describe a fascinating reaction that is so big that fans feel ‘overwhelmed.’ In this respect, the fans seem to ask for ‘mercy’ from their idols because their charisma is too ‘amazing.’ This term shows how slang has come into play in describing deep emotions and making the atmosphere intimate and understandable only by fellow fans. This would be a fresh and creative type of slang if Allan and Burrige categorized it. This phrase describes an immense amount of admiration in a very creative way; it shows an exaggerated feeling.

Overall, slang among K-poppers shows a very contextualized dynamic of language: fans know or even create phrases which, if taken literally or out of context, would sound weird and not make any sense. This proves that slang in the K-pop community is not only used as a means of communication but also as one peculiar symbol of identity and solidarity.

Tabel 1. The K-poppers Slang Terms Most Used

No	Slang Terms	Usage Example	Context	Semantic Function	Description
1.	He’s Going To Be The Death Of Me	“He’s going to be the death of me”	To describe shock or awe at the visuals of a person or an idol.	Hyperbolic Expression (Exaggeration).	Showing an exaggerated emotional reaction in appreciation of the idol's physical appearance. It is not meant to be literal, but rather a metaphor for the idol's attractiveness.
2.	Jagiya	“My Jagiya..”	A Korean word meaning 'dear' or 'honey', used by fans to express a fictitious closeness to their idol.	Borrowed Term (from Korean).	This form of expression of intimacy or affection indicates how fans idealize a personal relationship with their favorite idol.

3.	You're A Man With A Big Heart	"Wow.. look at you, you're a man with a big heart!"	Humorous-ly used for Taehyung in his shirtless photos, where the idol's pectoral muscles stand out.	Double Entered (literal and humorous).	This phrase refers to both the literal meaning (physically large) and the figurative meaning (having a good soul), but it is used more in satire of the idol's physique.
4.	"I Can Bark, Woof Woof"	"He's so hot, I can bark for him! Woof, woof!"	Indicates an exaggerated response to the idol's attractiveness, often in the context of praising the idol's physical appearance.	Hyperbolic and self-deprecating humor.	Shows how fans respond comically to idols in an exaggerated way to create an emotional connection.
5.	Have Some Mercy On Us	"Have some mercy on us, please!"	Is used to ask idols to stop wowing or overwhelming them with their amazing performances or actions.	Exaggerated plea (metaphoric request).	A humorous request directed at idols to "stop" their charms that fans find too alluring. usually showing great admiration.

Source: Processed from research data, 2024

CONCLUSION

In conclusion, within the K-pop communities across different platforms like X, the use of slang has more purposes than just communicating. It is part of one's identity and emotions, and it can even serve as an avenue for community solidarity. To international fans, slang is not a word to be taken literally; it is a distinctive way to express themselves, feel closer to other fans, and enjoy the music culture of this community.

Every slang word or phrase the meanings of each slang word or phrase used by K-pop fans are deeply tied to their unique cultural and emotional context, which can only be deciphered against highly distinctive cultural and emotional contexts in which the K-pop fandom was replete. Through the usage of such slang, this research will reveal how social and linguistic dynamics emerge across digital communities in the evolution of language with popular culture.

By doing this, the research provides more detail on the role of slang as a shaper of both linguistic and social identity. In this context, the relationship between linguistic and social identity reveals how K-pop uses certain words to express group identity and bonds of affection. Indeed, these are useful conduits for communication, but in society, slang also reinforces a sense of identity and promotes a shared culture among fans. K-pop fans' slang reflects who they are as a group, their mood and cultural values. Words and how they express their membership within the fan club and build relationships between members. The unique language helps fans feel like they are part of a tight-knit community, even though they are scattered in different countries.

In addition, slang significantly contributes to forming a 'digital language' replete with symbolism and meaning rooted in context. This aspect is interesting not only in relation to the study of linguistics and pragmatics but also in explaining how fandom culture gives birth to emergent and evolving forms of communication.

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