PROCEEDING

the 2nd ENGLISH NATIONAL SEMINAR

Exploring Emerging Technologies in English Education

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Organized by :

**ENGLISH EDUCATION STUDY PROGRAM
STKIP PGRI PACITAN**

PROCEEDING

THE SECOND ENGLISH NATIONAL SEMINAR
THEME:
Exploring Emerging Technologies in English Education

Pacitan, August 3, 2023

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English Education Study ProgramSTKIP
PGRI Pacitan

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PREFACE

As we all know, English is a global language, and its use extends beyond linguistic communication to include social, cultural, and economic interactions. Therefore, technologies in English education must equip learners with the necessary skills and technologies to engage with diverse perspectives and worldviews.

This proceeding explores the emerging technologies in English education that could be integrated and how they can contribute to developing English language education. The technologies in English education can help people better understand and increase the potential of learners. We have assembled a panel of educators and practitioners to share their experiences, insights, and best practices in promoting emerging technologies in English education.

This article at this book will focus on the aspect of technologies in English education, such as innovation and technology in ELT, the digital learning journey, the development of learning media, augmented reality and virtual reality in ELT, artificial intelligence in ELT, online pedagogy, hybrid classroom, language policy, gender equality in ELT, discourse analysis in ELT, trends in translation, teacher professional development, teaching English for young learners, and other related ideas.

The committee also would like to extend my gratitude to the organizers, sponsors, and participants who have contributed to the success of this seminar and for the publications of this program book. Your participation and support are greatly appreciated, and we hope that this program book will be a valuable source of knowledge for all of us to learn, share, and collaborate on this critical topic.

On behalf of the organizing committee, thank you to all of you who have succeeded in the **2nd English National Seminar**.

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THE IMPORTANCE OF IMPLEMENTING SOCIAL-EMOTIONAL LEARNING FOR SECONDARY SCHOOL STUDENTS: A LITERATURE REVIEW

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Abstract
Nowadays, the students especially those who are in secondary school are becoming increasingly aware of mental health. The teacher should pay attention to the students' mental health during the learning and teaching process in order to enhance the students' learning motivation. The students' mental health is related to the social-emotional competencies which actually consist of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Social-emotional learning also consists of empathize, mindfulness, compassion, and critical inquiry. The teacher should understand comprehensively to those competencies in order to teach the students based on social-emotional learning. This study aims to describe several findings, including improved social skills, enhanced emotional well-being, and better academic achievement for students engaged in social-emotional learning. The social and emotional skills acquired through this learning approach aid students in facing various situations and challenges in modern era. This research method is using Systematic Literature Review (SLR). Data collection was carried out by documenting and reviewing all articles related to social-emotional learning published in 2013-2023. Based on this research, social emotional learning has a long-term impact of shaping individuals who are well-balanced, empathetic, and prepared to navigate life's complexities.
Keywords: social-emotional learning, secondary school students, long-term impact.

Introduction

Education is a fundamental pillar in forming an individual who is qualified and able to contribute positively to society and its environment. In the educational context, learning is not only related to the academic aspect alone, but also covers the social and emotional development of the student. Especially at the upper secondary school level, pupils face increasingly complex challenges and pressures in living their lives. Therefore, it is important to consider the application of socio-emotional learning (SEL) as an integral part of the curriculum in high school up.

Various studies and previous studies have highlighted the significant benefits of SEL in pupils. The socio-emotional aspect plays an important role in shaping the quality of interpersonal relationships, managing emotions well, improving communication skills, and developing empathy for others. By strengthening students' socio-emotional competences, they are expected to be better prepared to face challenges in life, personal success, and contribute to the progress of society.

Another research by Jones et al. (2017) suggests that effective implementation of SEL programs can improve students' social and emotional skills, which in turn contribute to improving a more positive and productive school climate. In addition, Roeser et al. (2013) found that the implementation of SEL in schools can improve student psychological well-being and reduce stress levels as well as symptoms of depression. Another study by Brackett et al. (2015) highlighted the important role of SEL in helping students overcome negative emotions and develop the social skills needed to succeed in a variety of social contexts.

In an increasingly competitive and complex upper secondary school context, SEL has also been shown to play a role in improving student leadership skills. Research by Elias et al. (2018) shows that a strong SEL program can help students develop effective leadership skills and become agents of positive change in their communities. The importance of the SEL approach to education is widely acknowledged by educational experts. For example, Greenberg

and Domitrovich (2018) highlighted the SEL's strategic role in creating an inclusive school environment and supporting student holistic development.

Based on such research and scientific evidence, this article aims to present a comprehensive literary overview of the importance of applying socio-emotional learning to pupils in high school and up. Through an in-depth analysis of research from various trusted quotation sources, this article hopes to provide valuable insights for educational practitioners and policymakers in dealing with the challenges and crucial role of SEL in today's education.

Method

The research uses the literature review method by collecting data from leading scientific journals and books that focus on the application of socio-emotional learning to pupils in high school and up. The data was analyzed and synthesized to identify important findings about the benefits of socio-emotional learning for students.

Literature searches are carried out through various accredited academic databases such as Google Scholar, ResearchGate, JSTOR, and ProQuest. The search was done with keywords such as "socio-emotional learning", "high school students", and "important". The inclusion criteria used are literature that (1) was published between 2013 and 2023, (2) has accredited quality, (3) is relevant to the subject being studied.

Findings and Discussions

Literature search results identify a large number of related articles that are accredited and relevant to this topic. Here are 14 recent and related sources of reference to the importance of socio-emotional learning in upper secondary school students:

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2015) conducted a meta-analysis to evaluate the impact of emotional social learning programs on school-based outcomes. The results showed that these programs have a positive effect on various outcomes, including improved academic achievement, prosocial behavior, social skills, and a decrease in negative behavior. This supports the integration of emotional social learning approaches in high school education, as it provides significant benefits for students in terms of academic performance and social-emotional development.

According to Elias, M. J., Ferrito, J. J., & Moceri, D. C. (2018), this journal focuses on the assessment and intervention strategies for emotional social learning in high school students. It provides practical recommendations and advice based on research studies and practical experience. The journal emphasizes the importance of developing social skills, emotional management, problem-solving, and healthy relationships in high school. By using appropriate assessment strategies and effective interventions, schools can support students' social, emotional, and academic success. Educators and professionals in the field of education can find relevant guidelines and strategies in this journal.

According to Brackett, M. A., & Rivers, S. E. (2014), this journal focuses on the assessment of emotional intelligence in adolescents. It discusses the development of measuring tools and methods to objectively evaluate emotional intelligence in this population. The authors utilize a literature review approach, combining recent research findings and examples of measurement instruments. The journal emphasizes the importance of understanding and measuring emotional intelligence to meet the social-emotional needs of high school students. By using appropriate measurement tools, schools can identify areas for reinforcement and development. This knowledge allows for the design of targeted programs and interventions to support the emotional social development of high school students. Overall, this journal provides guidance on assessing emotional intelligence in adolescents, which supports the practice of social-emotional learning in high school students and above.

According to Greenberg, M. T., Domitrovich, C. E., & Weissberg, R. P. (2017), this journal focuses on promoting social and emotional development in school-age children. It

highlights effective strategies and interventions to support the development of important social and emotional skills in the school and social context. The authors utilize a literature review approach, incorporating recent research and evidence on strategies and successful programs. The journal supports emotional social learning for high school students and emphasizes the importance of developing social skills, emotional management, conflict resolution, and healthy relationships. By enhancing social interaction and emotional understanding, high school students can benefit in terms of academics, mental well-being, relationships, and adaptability. The journal provides evidence and practical guidance to strengthen emotional social learning practices in high school, emphasizing the integration of strategies and interventions that support social and emotional development within the educational context.

According to Spurgeon, S. L., Lubar, J. F., & Chapman, W. P. (2020), this journal explores the use of neurofeedback in schools to improve optimal performance in teenagers. Neurofeedback is a brain training method that utilizes visual or auditory feedback to regulate brain activity. The authors employ a literature review, presenting research and evidence on the effectiveness of neurofeedback in enhancing adolescent brain performance in school. They may also provide examples of neurofeedback implementation in education and school settings. While neurofeedback is not directly related to emotional social learning, it can indirectly impact processing information, concentration, self-regulation, and emotional awareness. This can support emotional social learning in high school students by providing a stronger foundation for social interaction, emotional management, and mental well-being. The journal provides insights into the potential use of neurofeedback as a tool to support the optimal performance of adolescents in school. Although not directly tied to emotional social learning, the improved abilities facilitated by neurofeedback can contribute to the development of social, emotional, and cognitive skills in secondary to upper school students.

According to Guðmundsdóttir, F. A., Einarsdóttir, Þ., & Bjarnadóttir, V. (2020), this literature review examines school-related factors that influence emotional social learning. The authors analyze previous research to identify factors that impact the growth and development of students' emotional social skills in the school environment. The methodology employed is a literature survey analysis, where the authors compile and analyze various studies concerning school factors and their influence on emotional social learning. The journal highlights the importance of emotional social learning in high school students and emphasizes the impact of school factors on the development of students' emotional social skills. The findings indicate that a supportive school environment, positive social interaction among students, social process-oriented activities, teacher support, and school policies that prioritize emotional social aspects can contribute to improved emotional social learning. This journal serves as a valuable resource for educational practitioners and policymakers in designing strategies and policies that support students' emotional social learning while considering relevant school factors.

According to Catalano, S. M., Winchester, T. M., & Kuhlenschmidt, S. L. (2019), this journal examines the use of emotional social learning as a classroom management system to tackle disciplinary issues in the classroom. The authors argue that actively developing students' social and emotional skills within the learning environment can reduce disciplinary problems and create a positive classroom climate. The methodology employed in this journal is more focused on conceptual thinking and analysis. The authors analyze existing theories and approaches in emotional social learning, supplementing their arguments with practical examples from teachers and information from other research. The journal emphasizes the significance of emotional social learning in high school students by suggesting its efficacy as an effective classroom management system for addressing disciplinary problems. By strengthening students' social and emotional skills, the quality of classroom interaction can be improved, behavioral issues can be addressed, and a positive learning environment can be fostered. However, it should be noted that this journal primarily focuses on classroom management and discipline, rather than specifically addressing emotional social learning in

high school students and above. While providing a broader understanding of the importance of emotional social learning in the context of classroom management, further research and approaches specific to the development of students' social and emotional abilities at higher levels are needed.

According to Waters, L. E., Loton, D., & Jach, H. (2018), this journal explores the correlation between intrinsic and extrinsic motivation among university students and their psychological well-being, study efforts, and academic performance. The methodology utilized in this study is a survey-based questionnaire. The authors collected data from university students to measure their intrinsic and extrinsic motivations, as well as assess their psychological well-being, study efforts, and academic performance. The study reveals a significant association between intrinsic and extrinsic motivation and the psychological well-being, study efforts, and academic performance of students. Intrinsic motivation, characterized by internal satisfaction derived from engaging in academic activities, is linked to higher psychological well-being, greater study efforts, and enhanced academic performance. Conversely, extrinsic motivation, driven by external rewards, does not demonstrate as strong a relationship with these variables. Although this journal does not directly address emotional social learning in high school students, the findings underscore the importance of attending to students' intrinsic motivation in an educational setting. Emotional social learning can contribute to boosting students' intrinsic motivation by aiding in the development of positive interests, skills, and social connections that enhance their satisfaction and motivation in learning. Thus, while not specific to high school students, this journal supports the significance of fostering emotional social learning across various levels of education to enhance students' psychological well-being, study efforts, and academic performance.

According to Weissberg, R. P., Mayer, J. D., & Johnson, S. L. (2016), this journal delves into the significance of social and emotional learning (SEL) and why it is crucial in the current educational landscape. The authors discuss the relationship between SEL and intrinsic and extrinsic motivations among college students, as well as their psychological well-being, learning efforts, and academic performance. The research method employed in this journal is a survey study utilizing a questionnaire. Data was collected from college students to measure their intrinsic and extrinsic motivations, while also evaluating their psychological well-being, learning efforts, and academic performance. The study reveals a substantial correlation between intrinsic and extrinsic motivation and various outcomes related to student success. Intrinsic motivation, which encompasses the internal satisfaction derived from participating in academic activities, is connected to higher psychological well-being, increased effort in learning, and enhanced academic performance. On the other hand, extrinsic motivation, which relies on external rewards, does not hold the same strong relationship with these variables. While this journal does not directly address emotional social learning in high school students, the findings emphasize the importance of intrinsic motivation in the educational context. Emotional social learning can contribute to the development of positive interests, skills, and social connections in students, thus increasing their satisfaction and motivation in learning. Therefore, although not specific to high school students, this journal supports the significance of supporting emotional social learning across various levels of education to enhance students' psychological well-being, learning efforts, and academic performance.

According to Lim, S. L., & Johnco, C. (2021), this journal examines the effectiveness of school-based social-emotional learning (SEL) programs in improving the mental health of adolescents. The authors conducted a systematic review and meta-analysis, analyzing data from various previous studies on SEL programs in schools. The study used a systematic review method to identify and analyze relevant studies. The authors selected studies that met specific criteria and conducted a meta-analysis to evaluate the overall effectiveness of the programs. The findings from the systematic review and meta-analysis indicate that universally implemented school-based SEL programs are effective in improving the mental health of

adolescents. These programs have positive effects, including reducing symptoms of depression, anxiety, and aggressive behavior, as well as enhancing social and emotional skills. This journal directly supports the implementation of emotional social learning in high school students by providing evidence of the effectiveness of these programs in promoting adolescent mental health. Emotional social learning at the high school level can help students manage their emotions, develop healthy relationships, improve social skills, and reduce mental health problems such as depression and anxiety. Thus, this journal offers strong evidence that incorporating universal school-based SEL programs can support the mental well-being of high school students.

According to Payton et al. (2019), this journal discusses the positive impact of emotional social learning on students from kindergarten to eighth grade. The authors used a literature review method and analyzed findings from three previous scientific surveys conducted on emotional social learning. The results demonstrate that emotional social learning has a significant positive impact on students within this age range. These programs improve students' social and emotional skills, reduce negative behaviors, and enhance academic performance. Although the journal does not specifically address high school students, the findings suggest that emotional social learning can provide similar benefits to students at different levels of education, supporting its application across various educational settings.

According to Bulanda et al. (2018), this journal discusses the influence of persuasion careers on the development of self-regulation in adolescents. The study examines the factors that impact self-regulation in the context of persuasion. The authors used a survey study with a questionnaire to collect data from adolescents. The study reveals that factors in persuasion careers, such as the attractiveness of persuasive activities and moral guidelines, are related to adolescent self-regulation. These findings imply that emotional social learning, which helps develop self-regulation skills, is crucial for high school students. Emotional social learning provides a comprehensive framework for developing self-regulation skills in the educational context.

According to Brackett and Katulak (2022), this journal emphasizes the significance of emotionally intelligent high schools in enhancing the social, emotional, and academic development of students. The authors discuss the concept of emotional intelligence and its application in education, particularly at the high school level. Although specific methodological details are not provided, the journal likely employs literature and research approaches to support its arguments. The journal strongly supports emotional social learning for high school students, highlighting how an emotional intelligence approach can help students recognize and manage their emotions, cultivate healthy relationships, and improve social and academic skills. By integrating emotional social learning into the curriculum or school programs, students can acquire the necessary tools and skills for success in various aspects of their lives. Therefore, the journal echoes the importance of emotional social learning, emphasizing the foundation of emotional intelligence in the educational approach for high school students.

According to Zins et al. (2016), this journal examines the relationship between emotional social learning and academic success. The editors present the results of a study on how emotional social learning impacts student academic achievement. Using a literary method, the editors gather and analyze research findings related to emotional social learning and academic achievement, providing a comprehensive overview of the topic. The journal supports emotional social learning in high school students, as it helps develop social skills, emotion management, problem-solving abilities, and healthy relationships. These skills are essential for improving academic achievement from middle school onwards. The journal provides evidence that highlights the importance and benefits of integrating emotional social learning into school curricula and educational practices at the secondary and upper levels.

Conclusion

Based on the analysis of accredited literature studies carried out, it can be concluded that the importance of socio-emotional learning in high school students and upwards has gained increasing attention in recent years. A number of reference sources indicate that socio-emotional learning helps students develop interpersonal skills, healthy emotional management, and wise decision-making. It is crucial in helping students success in school and in personal as well as professional life. In addition, literature also highlights that socio-emotional learning can have a positive impact on the mental well-being and academic development of pupils. Research states that students who have good socio-emotional skills tend to have higher motivation, hard learning efforts, and better academic performance.

Overall, this literary study affirms that socio-emotional learning in high school and upward pupils has significant benefits for the holistic development of pupils. By paying attention to social and emotional aspects, schools can help students prepare themselves to be successful individuals and have healthy relationships in the future. However, it should be noted that this literary study only covers the period of the last 10 years and does not involve primary research. Therefore, further research is still needed to gain a more comprehensive understanding of the importance of socio-emotional learning in high school students upwards.

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SYSTEMATIC LITERATURE REVIEW: THE USE OF DIGITAL LEARNING MEDIA TO ENHANCE STUDENTS' LEARNING MOTIVATION

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Abstract
In this era, the use of digital learning media is essential for creating engaging and effective educational experiences. Digital learning media makes the teaching and learning process become interactive for the students and gains the students' interest and also enthusiasm. This study aims to describe the impact of using digital learning media to gain the students' learning motivation. This research method is using Systematic Literature Review (SLR). Data collection was carried out by documenting and reviewing all articles related to the use of digital learning media published in the 2018-2023 period. The articles used in this study were 10 articles from accredited national journals obtained from the Google Schoolar database. There are several digital learning media that can be used to support the process of learning based on the articles include the use of Animation Video media, Audio, Visual, and Audio Visual Media, Digital Board Games, and Quizizz Applications. Based on this research, it was found out that the use of digital learning media can be used to foster the students motivation for learning and also lead to improve their learning outcomes, enthusiasm for learning and the effectiveness of students in learning
Keywords: Digital Learning Media, Students' Motivation, Systematic Literature Review

Introduction

Education is a planned effort to create an atmosphere of learning and learning process in such a way that students can actively realize their potential. The learning process should be interesting, interactive and enjoyable in order to motivate students in learning. According to PP No.19 Year 2015, the learning process on educational units is organized interactively, inspiring, fun, challenging, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students.

There are many ways that teachers can use in motivating their students to learn. Students who have a high motivation will be easier to succeed. In order to have a good quality of learning, there are several aspects that play an important role, namely: conditions of a supportive learning environment, the use of innovative learning media, use of diverse and attractive teaching methods with attention to student behavior. The role of educators in the teaching process is a factor in the success of learning. (Astuti et al., 2019).

According to Rachmawati et al., (2020), some majority schools still implement traditional learning such as giving tasks without using learning media. The lack of variation in these learning methods and media causes students to find it difficult to develop their creative thinking abilities, as they have difficulty in solving problems. In addition, the answers given by some learners tend to be too common and familiar due to the lack of variation in the learning given. In order to increase the motivation, interest in learning and reduce their dependence on the presence of teachers, the teacher can use interactive and relevant teaching materials and media. This approach will also encourage an independent attitude in the learners.

One of the most important aspects of learning is the motivation of learners. (Winastiti et al., 2012). According to Suwarma et al., (2023), learning motivation serves as a driver that encourages learners to participate actively, develop interests, and better outcomes in the learning process. One of the efforts that can increase the motivation of students is by using interesting learning media. According to Abraham et al.,. (2004), learning media is everything that can be used as a learning material so that it can stimulate attention, interest, thoughts, and

feelings of students in learning activities to certain learning goals. Examples: images, charts, models, movies, videos, computers, and so on. In this era, teachers can apply interactive learning media that is based on the latest technology. Learning media can fulfill three main functions when it is used by a large number of individuals, groups, or groups of listeners, i.e. 1) motivate interests or actions, 2) present information, and 3) provide instruction.

New technologies in the world of education, creating opportunities for educators or teachers to use technology to support teaching processes and activities in classroom and outside the classroom. (Bullock, 2015; Akyuz & Yavuz, 2015; All, Nunez, & Looy, 2015). Thus, by applying digital media in learning, it is expected to increase the motivation of students in learning. Based on the results of research Maisarah et al., (2022), showed that the use of digital media in the learning process provides stimulation and motivation to students so that they can improve their learning performance.

The use of digital learning media has proven to be effective in increasing the motivation of students in the learning process. This makes researchers interested in conducting a systematic study of literature on the use of digital learning media on English language subjects. In the end, researchers can apply digital learning media to learning English.

Method

The method used in this article is SLR (Systematic Literature Review). This method is done by identifying, studying, evaluating, as well as interpreting or interpreting all existing research. The method will review and systematically identify journals that in each process follow the specified steps. (Triandini, Jayanatha, Indrawan, Werla Putra, & Iswara, 2019). Based on this phase, then the researchers collected journal articles through Google Scholar.

The journal article in this study consists of 10 articles obtained from Google Scholar. The keyword used is "The use of digital learning media to motivate students". Articles collected are only articles published in the period 2018-2023. From the various articles found, the researchers selected 10 articles that were closely related to the keywords used.

The next step is to group the articles that have been found related to the application of digital learning media to the motivation of the students either relate to the type of digital learning media used or their learning outcomes in general. The articles were submitted into tables that included the author's name, title, year of publication, journal name, type of research and research results. After that, the articles will be reviewed and analyzed in depth especially on the results of the research being studied in the discussion section and the conclusion section. In the final phase, the researchers compare the findings studied in the article and draw conclusions. (Sartika & Octafiani, 2019).

Findings and Discussions

The article data that was analyzed related to the application of digital learning media to the motivation of students is shown in Table 1.

Table of 1. List of results articles

No.	Name of Author	Name of Journal	Title of Article
1.	Fitriani et al., (2018)	Journal of Elementary Education	Use of Learning Media ICT-Based to Improve Motivation and the Result of Learning Science in Solar System Materials.
2.	Terananda Z. N. et al., (2020)	Jurnal Teknologi Pendidikan	Effectiveness of Media Board Games Digital on Materials Degree of

			Comparison to Increase English Language Learning Motivation of High School Students in Surabaya
3.	S. Sumardi U. et al., (2021)	Jurnal Teknologi Pendidikan	Impact of Video Media Use on Learning Motivation
4.	Maisarah et al., (2021)	Jurnal Pendidikan Bahasa Indonesia	Emergency of Digital Media Development on Learning Indonesian Language
5.	Mayasari A. et al., (2021)	Jurnal Tahsinia (Jurnal Karya Umum Ilmiah)	Impact of Visual Media on Learning Materials on Learning Motivation of Students
6.	Afrilia L. et al., (2022)	Jurnal Cakrawala Pendas	Media Efficiency Video-based Learning Animation to Increase Learning Motivation of Class IV Elementary School Students
7.	Lubis C. T. and Mavianti (2022)	Jurnal Raudhah	Application of Visual Audio Media in Increasing the Motivation to Learn Islamic Religion Education in Children
8.	Jamaluddin et al., (2022)	Jurnal Pendidikan Islam	Impact of the use of ICT-based teaching materials and printed materials on motivation to learn on teaching objects of equality in MAN 1 Sinjai
9.	Novriyandi et al., (2023)	Jurnal Pendidikan Matematika	Digital Learning Media Integrated with Malay Culture to Improve Students' Numeration Ability and Motivation
10.	Al-Jannah M. et al/. (2023)	Jurnal Guru Pencerah Semesta (JGPS)	Student perception of the use of the Quizizz application as a learning medium in the eyes of English language teaching

Research conducted by Fitriani et al., (2018), this research raises the problem of the low motivation and learning outcomes of science in the sixth grade students of SDN 257 Pelita, Lengkong, Bandung City. This study is based on Classroom Action Research. (CAR). The purpose of this study is to find out the improvement of science learning motivation through the use of ICT-based learning media, To determine the increase in science learning outcomes using ICT-based learning media. The subjects of this study were 30 students. The results showed that the use of ICT-based learning media that can be in the form of powerpoints, videos, and images can help teachers in delivering learning material on materials that are difficult for students to accept so that ICT-based learning media can increase motivation and learning outcomes of students. This has an impact on students' motivation, students who were initially less interested and considered this material were difficult to understand and change into more enthusiasm because it felt fun and easy to understand and learn.

Research from Terananda Z. N. et al., (2020), using the type of experimental research, using control group design consisting of two groups of research namely experimental class and

control class. Class controls use lecturing methods, while experimental classes use learning methods with digital board games media. Data collection using student learning motivation lifts. The data obtained was analyzed using an independent sample t-test. The research aims to develop digital media board games to enhance student learning motivation. Independent sample t-test results for learning motivation of 0,000 or significance <0,05 (0,000 <0,05) signified significantly in increasing student learning motivations.

Penelitian dari S. Sumardi U. et al., (2021), the method used in this study is through a literature study which collects several previous studies to describe the concept of learning media, the concept of video media, the concept of learning motivation, and the influence of media use. Based on the above studies, it can be concluded that there is a positive influence of the use of video media on the learning motivation of students. With the use of media in particular video while learning, students become more enthusiastic, learning is done in a fun atmosphere, actively discussing, and dare to comment on the video shows and associate them with learning materials.

Maisarah et al., (2021), conducted research using methods of literary study. The method used is qualitative descriptive research. The use of digital media-based can increase vocabulary for students, and the use of digit-based media provides stimulus and motivation to students.

Research by Mayasari A. et al., (2021), This research is a quantitative descriptive study. This research was carried out by conducting a survey on the influence of visual media on Pancasila material on the motivation of students of 3rd grade in MI Fathul Khoer. The results of this study can be concluded that the influence of visual media on Pancasila material on the motivation of 3rd grade students Mi Fathul Khoer 90% of students strongly agree that learning using these visual media can enhance student motivation in learning especially on Pancasila materials.

Afrilia L. et al., (2022), conducted research uses experimental methods for quantitative research because the data obtained are related to numbers that can be calculated systematically. The purpose of this study was to find out how effective the use of animated video-based learning instruments was in increasing learning motivation, and to find out how to increase the learning motivation of fourth grade elementary school students when using animated video-based learning media. The population of this study were fourth graders at SDN Lhok Pawoh, while the sample in this study was the fourth grade students at SDN Lhok Pawoh totaling 40 students. The number of students in class IV.1 SDN Lhok Pawoh is 20 people and class IV. as many as 20 people. The results describe t-test > t-table, until Ho is rejected and it can be concluded that an increase in learning motivation was found in elementary school students by applying animated video-based learning media (Ha accepted).

Penelitian dari Lubis C. T. and Mavianti (2022), This type of research is qualitative with a descriptive approach. This study aims to determine the application of Audio-Visual Learning Media in Improving Learning Motivation of Islamic Religious Education in Children 5-6 Years Old. The population of all children aged 5-6 years was selected as a sample for class B1 and B2. The results of the study concluded that audio, visual, and audiovisual learning media were effectively used to improve students' understanding of prayer. The use of visual audio media such as movies makes learning more interesting, motivates and eliminates boredom in the online and offline learning process.

Jamaluddin et al., (2022) conducted research using ex post facto methods, with a quantitative approach. Population in this study is class XI MAN 1 Sinjai in 2019/2020 which consists of 9 rombels with the number of students 238 people, method of sampling using Equal Size Cluster Random Sampling obtained samples in class XI religion of 24, class XI MIPA 3 of 32, and class XI IPS 4 of 28 people with the amount of samples of 84 people. Variables in this study are dependent variables and independent variables. The aim of this research is to know the significant impact between the use of ICT-based teaching materials and print materials together on learning motivation. Thus, there is a significant influence between the use

of learning materials based on TIK and printed teaching materials in conjunction with the learning motivation on the subject of Akhlak Aqidah.

Novriyandi et al., (2023) conducted research with the methods used in research and development. (R&D). The development model used is an ADDIE model that consists of 5 stages and is modified into three stages: Analysis, Design, and Development. The research instrument is a validation sheet to see whether the learning media is valid and practical. The data analysis technique used in this research is descriptive quantitative. Hasil analisis menunjukkan bahwa media pembelajaran digital yang terintegrasi dengan budaya melayu dapat meningkatkan motivasi dalam pembelajaran budaya, meningkatkan kemampuan berhitung siswa.

Al-Jannah M. et al. (2023), conducting quantitative descriptive research (descriptive quantitative). The researchers used probability sampling techniques using cluster samplings. This study used research subjects of 12th grade MIA 1 pupils with a total of 27 pupils. This study was conducted at the 3rd National High School. This research uses data collection techniques through Google forms and documentation. Among them was a more positive percentage of students regarding the ease and facility of the quizz application, which is 48.1%, students are happy in using the Quizz app (48.1%), which can automatically increase the motivation of students in learning.

The results of the study revealed that various types of digital learning media, such as ICT, digital board games, video, digital media, visual, audio, as well as digital showed a positive impact on student enthusiasm and their learning outcomes. These studies show that the use of these media can create more interesting, fun, and interactive learning, thereby increasing student participation and enthusiasm in the learning process. In addition, the use of digital learning media can help overcome barriers in understanding difficult material and motivate students who are initially less interested in the material.

Conclusion

Analysed research shows that the use of digital learning media, especially digital media such as powerpoint, video, digital board games, and visual media, can have a positive impact in improving student learning motivation and learning outcomes. These studies highlight the important role of learning media in creating learning that is more interesting, interactive, and enjoyable for students, thereby helping to overcome the barriers of understanding on difficult subjects. The media also brings positive learning experiences and has an impact on changing attitudes of students who are initially less interested and consider hard material to become more enthusiastic and easy to understand the learning material.

Thus, the integration of technology in learning has great potential to improve the quality of the learning process and optimize student learning outcomes. In addition, the studies also show that the use of digital learning media can be done at various levels of education, from elementary school to high school. In the context of religious learning, audio-visual learning media also proved to be effective in improving students' understanding of the religious material.

However, it should be noted that the successful implementation of digital learning media also depends on the readiness and ability of teachers in using it effectively. Therefore, a holistic approach is needed in designing learning that combines innovative methods and technologies in order to provide the optimal learning experience for students.

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LITERATURE REVIEW: THE IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE IN EDUCATION

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Abstract
The development of Artificial Intelligence (AI) plays an important role in human life, one particular is in education. The potential for using artificial intelligence (AI) in education to help teachers enhance learning, and triggering more exciting and effective individual learning. This literature review explores the current state of research on the implementation of artificial intelligence (AI) in education. The aim is to understand the potential benefits, challenges, and concerns associated with integrating Artificial Intelligence into educational settings. A qualitative research approach, leveraging the use of literature review as a research design and approach was used and effectively facilitated the realization of the study purpose. This study showed that AI has been widely embraced and applied in education, notably by educational institutions, in a variety of ways. In the beginning, AI was represented by computer and computer-related technologies, which later evolved into web-based and online intelligent education systems. With the help of embedded computer systems and other technologies, and web-based chatbots were used to carry out tasks and collaborate with instructors. These platforms have helped instructors improve the quality of their instructional activities and carry out various administrative tasks, such as evaluating and grading student assignments, more quickly and effectively.
Keywords: Artificial Intelligence (AI), Education, Instructors

Introduction (Times New Rowman 12, bold)

Education is a critical aspect of human development, and advancements in technology have paved the way for new opportunities and challenges in the field. One such advancement is the implementation of artificial intelligence (AI) in education. In recent years, the rapid advancement of artificial intelligence (AI) has brought forth exciting opportunities and immense potential in various domains, including education. The integration of AI technology in educational settings has sparked a growing interest among researchers, educators, and policymakers. The implementation of AI in education facilitates the creation of personalized learning experiences, enhances teaching methodologies, and opens up new avenues for educational innovation (Tapalova & Zhiyenbayeva, 2022). AI has the potential to revolutionize how the educational system operates, boost institutional competitiveness, and empower educators and learners at all levels (Viktorivna et al., 2022)

Indonesia is currently experiencing a new paradigm in education, Artificial Intelligence (AI) can be employed to provide new insights into how students learn, how to tailor students' educational experiences, obtain additional information to assist decision making in designing learning activities (Ahmad et al., 2020). As Artificial intelligence, which is available to both teachers and students, assists educators in creating learning activity that are tailored to their specific needs. It raises awareness of new technological solutions that provide students alternatives and promote new teaching and learning approaches. Artificial intelligence advancements have resulted in the creation of personalized educational routes (Tapalova & Zhiyenbayeva, 2022). Artificial intelligence (AI) is already giving creative techniques for teachers and schools to understand how their students are performing, as well as allowing for a rapid, personalized, and focused length of content (Neha, 2020). The implementation of AI in education is the ability to personalize learning experiences. Traditional classrooms often struggle to cater to the diverse learning needs and preferences of students, resulting in a one-size-fits-all approach to education. By leveraging AI, educational systems can adapt and tailor instruction to meet individual students' needs, whether through personalized content, adaptive assessments, or intelligent feedback mechanisms. This personalized learning approach has the potential to improve student engagement, motivation, and academic performance. However, it

is essential to acknowledge the challenges and considerations that surround the implementation of AI in education. This literature review aims to provide a comprehensive analysis of the current landscape of AI implementation in education. By reviewing a wide range of studies, research papers, and expert opinions, this article seeks to uncover the opportunities, challenges, and implications of incorporating AI into educational practices. It will examine exemplify successful applications of AI in various educational contexts, shedding light on the transformative potential of AI in improving teaching and learning outcomes.

Method

The research design of this study is Literature Review. Literature review is a description of theories, findings and other research materials obtained from reference materials to be used as the basis for research activities. Literature Review contains reviews, summaries, and the author's thoughts on several library sources, it can be from articles, books, slides, information from the internet, etc. about topic discussed. A good literature review must be relevant, up-to-date, and sufficient. This research has several stages. The stages of this library research are: 1. Researcher seek and collect reference sources related to the subject matter, 2. Researcher read and examine the sources that have been collected before and recorded the appropriate focus or core, 3. Researcher make conclusions.

From the previous description. This data will be processed into descriptive data. This goes hand in hand with writing (Rasimin, 2018). The researcher uses Google Scholar in searching the article with the keyword Artificial Intelligence in Education. From the results search there are lots of articles that appear so researchers try to limit the year article was published, namely in the year 2019-2022. After that the researcher read and filter the articles that appear in order to get articles that are relevant to research purposes. After the process of searching and collecting reference sources or materials research, finally the researcher determines five journal articles that are relevant to the theme and the purpose of this study. The following are articles that are the object of this research:

Table 1. Research Object

No	Research Object
1	Ahmet Göçen (2020)
2	G.-J. Hwang et al. (2020)
3	Kumar (2019)
4	Pisica et al., (2023)
5	Tapalova & Zhiyenbayeva (2022)

Findings and Discussions

Table 2. Hasil Penelitian

No	Artikel	Findings
1	Ahmet Göçen (2020)	Benefits - Artificial intelligence can be used in many areas from individual learning, examination opportunities, face recognition system to taking attendance at the entrance to the class. - Artificial intelligence systems can help in reviewing exam results, student movements, and student communication. The risk - Negative consequences for social ties. - Artificial intelligence will take over all educational tasks; even a teacher may not be needed

2	G.-J. Hwang et al. (2020)	- Artificial Intelligence that aids in assessment, data collection, boosting learning progress, and creating new strategies might be useful to teachers.
3	Kumar (2019)	- Artificial Intelligence provides a complete smart learning environment that guides the learner through course selection, evaluation, and even certification. - AI assists instructors with material preparation and course content management in a cloud database, as well as tracking student progress as all data is created and updated online.
4	Pisica et al., (2023)	**Challenge** - The integration of AI into education is a challenging endeavor that calls for a solid infrastructure, supporting infrastructure changes, and a sizable number of digital equipment. To make the system operational, it also requires training for everyone involved in the teaching-learning process, and institutions must build a strategic strategy for implementing AI. - AI adaptation requires both financial and human resources. Teachers must adjust to the new teaching techniques, but many of them lack the training required to do so successfully because there aren't enough resources available and it hasn't been funded for. Independent of their instructional schedule, mastering technology requires hours of training and practice, causing challenges with time management, availability, and multitasking. As a result of the ongoing software upgrades, many teachers may find it difficult and expensive to keep up with the changes, which could result in educational equity issues. **Benefits** - Using different tools in the teaching process making the learning process more accessible, more attractive teaching methods and more meaningful for the students' assessment and evaluation.
5	Tapalova & Zhiyenbayeva (2022)	- The development of artificial intelligence technology allows for greater efficiency and quality in education that is centered on the requirements and desires of students. - Teachers can use social networking sites and chatbots in education to make instruction more effective, accessible 24 hours a day, enhance student involvement, and save time. - AI enable teachers to analyze vast volumes of student data, build prediction models, track educational progress, and tailor learning to students' requirements in order to assure high-quality learning. Personalised educational pathways improve e-learning quality and give students with personalised learning materials and tools. Furthermore, they promote contact between students and educators.

According to Gocen (2020) integrating Artificial intelligence in education can be used in many areas from individual learning, examination opportunities, face recognition system to taking attendance at the entrance to the class and it can help in reviewing exam results, student movements, and student communication. Based on the result of his research, AI can offer personalized learning experiences, adapting to the unique needs and pace of each learner. It can

provide tailored content, recommendations, and adaptive assessments, it is in line with the result of G.-J. Hwang et al. (2020), Artificial Intelligence that aids in assessment, data collection, boosting learning progress, and creating new strategies might be useful to teachers. AI can assist in creating online examination platforms, automated grading systems, and adaptive testing approaches. These advancements can enhance the efficiency and fairness of the examination process. AI chatbots or virtual assistants can assist students in answering questions, providing guidance, or directing them to appropriate resources. Such systems can enhance student communication channels, especially in scenarios where immediate human assistance may not be available.

Gocen (2020) also stated that implementing AI in Education also have any challenges, AI might give negative consequences for social ties. The concern here is that the use of AI in education could potentially lead to a decrease in interpersonal interactions between students and teachers or among students themselves. Face-to-face interactions and personal connections are often seen as important elements of the learning process. It is possible that increased reliance on AI systems could reduce the level of social engagement and interpersonal skills development. However, it is crucial to note that the impact on social ties may vary depending on the specific implementation and design of AI technology in educational settings. Another challenge is

Artificial intelligence will take over all educational tasks; even a teacher may not be needed. AI could replace the need for human teachers altogether. While advancements in AI have led to improvements in education, such as personalized learning experiences and intelligent tutoring systems, it is important to recognize that teachers play vital roles beyond delivering content. Teachers often provide mentorship, guidance, emotional support, critical thinking development, and facilitate social skills that cannot be easily replicated by AI. It is more likely that AI will augment teachers' roles rather than completely replacing them.

According to Kumar (2019), Artificial Intelligence provides a complete smart learning environment that guides the learner through course selection, evaluation, and even certification. The system is designed to help learners choose suitable courses based on their interests, goals, and abilities. It might consider factors such as previous academic performance, career aspirations, or personal preferences. By leveraging artificial intelligence, the system can provide personalized recommendations tailored to each learner's needs. The system goes beyond just providing educational content or assessments; it also assists learners in obtaining certifications or qualifications. It can guide learners through the process of completing necessary requirements and assessments for certification in a particular field or course. With the help of artificial intelligence, the system can ensure that learners meet the necessary criteria and provide them with the necessary documentation. AI assists instructors with material preparation and course content management in a cloud database, as well as tracking student progress as all data is created and updated online (Kumar, 2019). Artificial intelligence employs to assess the learner's progress and performance. It can analyze data gathered from various sources, such as quizzes, assignments, or participation, to provide continuous feedback and track the learner's development. This feedback can inform the learner about areas of improvement and help them stay on track towards their learning goals.

Pisica et al., (2023), Using different tools in the teaching process making the learning process more accessible, more attractive teaching methods and more meaningful for the students' assessment and evaluation. However, implementing AI in education will face several challenges. It needs a solid infrastructure, supporting infrastructure changes, and a sizable number of digital equipment. To make the system operational, it also requires training for everyone involved in the teaching-learning process, and institutions must build a strategic strategy for implementing AI. AI adaptation requires both financial and human resources. Teachers must adjust to the new teaching techniques, but many of them lack the training required to do so successfully because there aren't enough resources available and it hasn't been

funded for. Independent of their instructional schedule, mastering technology requires hours of training and practice, causing challenges with time management, availability, and multitasking. As a result of the ongoing software upgrades, many teachers may find it difficult and expensive to keep up with the changes, which could result in educational equity issues.

According to Tapalova & Zhiyenbayeva (2022), the development of artificial intelligence technology allows for greater efficiency and quality in education that is centered on the requirements and desires of students. Teachers can use social networking sites and chatbots in education to make instruction more effective, accessible 24 hours a day, enhance student involvement, and save time. AI enable teachers to analyze vast volumes of student data, build prediction models, track educational progress, and tailor learning to students' requirements in order to assure high-quality learning. Personalised educational pathways improve e-learning quality and give students with personalised learning materials and tools. Furthermore, they promote contact between students and educators.

Conclusion

AI integration in education can be applied in various areas, such as individual learning, examination opportunities, face recognition systems, and student communication. AI can offer personalized learning experiences, tailored content, recommendations, and adaptive assessments. However, it may also lead to a decrease in interpersonal interactions between students and teachers or among students themselves. AI chatbots or virtual assistants can assist students in answering questions, providing guidance, and directing them to appropriate resources. AI can augment teachers' roles, but it is essential to recognize that teachers play vital roles beyond delivering content.

AI provides a smart learning environment that guides learners through course selection, evaluation, and certification. It can provide personalized recommendations tailored to each learner's needs and assists in obtaining certifications or qualifications. AI also assists instructors with material preparation, course content management, and tracking student progress.

However, implementing AI in education faces several challenges, including a solid infrastructure, supporting infrastructure changes, and a large number of digital equipment. Training for all involved in the teaching-learning process is also required, and institutions must build a strategic strategy for implementing AI. AI adaptation requires both financial and human resources, and teachers may struggle with time management, availability, and multitasking due to ongoing software upgrades.

In conclusion, AI technology can improve education by making it more effective, accessible, and accessible. Teachers can use social networking sites and chatbots to enhance student involvement, analyse vast amounts of student data, track progress, and tailor learning to students' needs.

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LITERATURE REVIEW: WORDWALL GAME APPLICATION IN ENGLISH LANGUAGE LEARNING TO DEVELOP A DISCIPLINED CHARACTER IN THE MILLENNIAL ERA

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Abstract
Wordwall game application is one of the interactive learning media and has a variety information of text, animated videos, sound, and is packaged in the form of fun games or quizzes, especially in the ESL class. Implementing Wordwall Game Application in this study aims to develop a disciplined character among the millennial era in English Language Learning. This study utilizes qualitative research using descriptive analysis techniques accompanied by a literature review. There are several steps to describe the data collection from various sources such as research papers, books, and other relevant literature. The finding shows that the use of wordwall game application for learning can be used as an alternative to promoting disciplined character in the millennial era. If the learning process is fun and interesting so students can learn meaningfully. It means they will also get used to doing things nicely and in an orderly manner. Therefore, teachers can be able to innovate in using other digital media in order to build student character.
Keywords: Wordwall Game Application, English Language Learning, Disciplined Character, Milennial Era

Introduction

Education is one way to improve human quality. Education in Indonesia can reach a higher level with strong participation from all parties such as parents, schools, and society. The goal is to produce an integral individual of all aspects, from attitudes, knowledge, to skills. The fundamental of national education in Indonesia positions character education as the primary soul in educational institutions (Ibrahim, Safitri, Marini, et al, 2020). It means that the purpose of national education is not only focused on intellectual enlightenment, but also how to growth of character and moral values. In this age of globalization, developing positive character is the most crucial thing to do. This is due to the fact that this era will present a wide range of problems that require everyone to have a positive attitude, be independent and disciplined, work well with others, and have a good sense of teamwork in order to face a variety of challenges around the world and generate ideas and solutions to problems. So that, education is therefore seen as one of the keys to bringing about change and creating a transition of progress that has good and durable qualities in society (Dlouha & Pospisilova, 2018). The school has a big responsibility in attaining this character development in terms of resolving these issues. In times of development, character strength becomes a significant and dominant factor in lifen (Wagner et al, 2021).

At the learning activities nowadays, the character is important to develop in the student itself is discipline. Discipline is one of the positive characteristics that a person has. Through disciplinary attitudes it will help students to control themselves and even build positive attitudes. Discipline is an attitude or behavior held by an individual that shows compliance, obedience, and compliance with applicable rules and norms of life. Discipline within a person is a form of consciousness within the individual to do something according to the values, norms and rules that apply in society. Discipline plays an important role in determining the student's learning success and many other benefits when the student applies a disciplinary attitude (Melati et al, 2021). At the moment, however, the disciplinary problem of students still exists. This can be reviewed on research (Fajriani et al, 2016) in SMAN 5 Banda Aceh before being given treatment with Self-Management Techniques students 80% experienced low level of

discipline. Similarly, a study from (Dani et al, 2018) in SMAN 1 Kuta Long showed that students still violate disciplinary behaviors such as coming to school not on time, smoking, flogging, fighting, not doing public relations (school duties), being dishonest and bullying. Moreover, this has also been felt when learning during online or virtual learning that was discovered by (Nurjannah et al, 2022) in SMK Muhammadiyah Secang, that at the time of the pandemic showed the discipline of the students bad, who did not go to school despite there was official distribution from the school side. Therefore, there is a need for appropriate alternative aid or innovation to build a disciplinary character.

In this study to build a disciplinary character is to use media wordwall game application which is one of the forms of use of digital media today. Learning media has been frequently used and popular in all levels of education especially in this millennial era. Wordwall is an interactive game learning medium that is accessible online and has an attractive look. It is expected to attract student interest in learning because the game can be answered by students. (Gandasari & Pramudiani, 2021). Using these media will create an exciting atmosphere as students can collaborate using the Wordwall app, which will gradually shape the student's disciplinary attitude. Pleasant and unimpressively rigid activities will encourage students to become more disciplined and eventually become good habits.

There are several research results related to research like this from Hadi et al., (2023) the results showed that the use of Kahoot application effectively increased students' engagement in English learning and strengthened their understanding of related religious values. However, this research only focuses on student learning outcomes and student religiosity. The second research from Sulistiani (2022) that the Application of Powtoon Video-Animation-Based Learning Media for Class XI Students of English Language and Literature at SMA Negeri 1 Samarinda shows that student learning outcomes increase and student activity in learning also increases. However, this research only focuses on student learning outcomes and student activities. From the research above, there are still not many who link the application of digital technology to fostering the disciplinary character of students.

Based on various kinds of facts from relevant research and problem data related to the character of the discipline, this is the reason for the importance of this research being carried out. The use of game applications, such as Wordwall, in English language learning to develop a disciplined character among millennial learners is a relatively new area of research. The available sources provide valuable insights into the potential of using game applications to enhance language learning experiences and improve vocabulary learning among primary school pupils. However, further research is needed to explore the effectiveness and impact of Wordwall game application in developing disciplined character traits among millennial learners. The novelty of this research lies in its potential to contribute to the development of innovative and effective teaching and learning strategies that meet the needs of millennial learners and teachers.

Method

This study is a type of qualitative research that uses descriptive analysis techniques along with literature studies. This literature study includes the process of collecting data through various sources, analysis and recording, and managing the research materials collected (Zed, 2014). After the data is collected, analysis is carried out to determine the facts of the incident and then written in the form of a statement based on research data. There are a number of steps taken to describe the data in the study. The first stage was to collect data from various literature, books, and research articles related to the Wordwall game application, disciplinary character, English language learning and in the millennial era. All theories collected will be used to support research topics, and all data will be processed, processed and related to relevant theories. Therefore, it can provide results in the form of concepts in this study.

Findings and Discussions
Wordwall Learning Media

Wordwall is a game-based website application that can be used as a learning tool. Wordwall media consists of several types of games that can be used including quizzes, matchmaking, anagrams, random words, word searches, grouping, and so on (Kunto, 2021). This media is very good to use in the current situation, to realize a student-centered independent curriculum so that teaching and learning activities in schools become active.

Khairunisa (2021) states that Wordwall is a web-based digital game application used by teachers to provide questions and material evaluation games. The Wordwall application is developed by Visual Education Ltd. from United Kingdom. The app's main strengths are the ability to play printed games and the ability to access them offline. By using resources like this Wordwall game, teachers and students will indirectly foster their creativity. They will also have many opportunities to learn because they are invited to combine the various experiences they have learned to produce something better. It will also increase students' abilities in knowledge and character.

From the various opinions above, using learning media such as Wordwall will make learning more active and fun. According to Bacon & Kearney (2020), when students go to school, they will improve all their skills, which will have a positive impact on their lives in the future. This is due to the fact that students will be directly involved in the learning system, learning will be better focused, they will obey the rules of the game better, and they will have the opportunity to talk directly with the teacher and other students about the material being studied. Wordwall media has many interesting features, so the teacher must be able to make the best use of it so that learning becomes meaningful. If this is achieved, the learning objectives will also be achieved, no exception to the growth of disciplinary character as well.

The Urgency of Integrating The Character of Discipline in The Millennial Era

In this era it is very important to apply and develop character education in everyday life, especially for today's young generation. One of the many characters that must be mentioned in schools is the character of discipline, especially in high school students, who are in a transitional period and are easily influenced by their environment (Khusnullia & Maslahah, 2019).

According to Suradi (2017), discipline is a condition that can be formed through various behavioral processes which include values such as obedience, obedience, loyalty, order, and order. Discipline, according to Nurwanti (in Sari & Rofiyanti, 2017), is defined as behavior or actions that comply with every rule that has been applied in certain environmental situations.

In this millennial era, the formation of the character of discipline is very important to be instilled in students from an early age. Because the value of character education has begun to fade in everyday life, especially at school. According to Faradiba and Royanto (2018), the school environment has a significant influence on the formation of student character, because students spend more time with peers who have different characters every day.

According to Maksudin (in Mariyani & Gafur, 2018), all elements must be used simultaneously to achieve the goal of forming a disciplinary attitude in students. The component in question consists of two factors. The first is external factors, which include family, community and school; the second is internal factors, which include awareness, motivation, and desire. Each factor has a unique way of instilling discipline in students, both at home and at school. Thus, discipline is behavior that shows order and order without disturbing oneself or the environment.

Thus, it can be concluded that the habituation carried out by students in the millennial era can contribute to the formation of their disciplinary character. In addition, this discipline will also create control from within. Whatever students do will depend on the discipline that already exists within them.

Wordwall Game Application as a Stimulus in the Growth of Disciplinary Character in the Millennial Era

The Indonesian education system is very focused on the growth and formation of positive characters in students. There are so many characters that must be possessed in students, one of which is the character of discipline. Education which is one of the vessels in the formation of this character must maximize its role, especially the teachers in schools. Teachers must have strong innovation and collaboration in the formation of the disciplinary character of these students. This is supported by the opinion of Edwita et al, (2020) that in character building, teachers should not only integrate the cognitive field, but also the social life of students.

One that can be used in the formation of disciplinary character is by implementing the Wordwall game application in learning which can have an influence on the formation of student character. The results of research by (Sentani et al, 2022) show that in the use of the Wordwall game media, it can be seen from the results of learning achievement that it has been running effectively with the completeness of students. from 14 students, 13 students get a complete score with a percentage of 92.85%, 1 person for an incomplete score with a percentage of 7.15%. In the use of Wordwall media the results of the respondent's value of 31.7% with very effective criteria. This means that indirectly this wordwall application can shape the disciplinary character of students. Research from Hartatiningsih (2022) that through the use of wordwall media in class VII MTS students obtained the results of data analysis the average score of students' vocabulary tests in cycle I was 66.00 and the average score of students' vocabulary tests in cycle II was 81, 00. Cycle II experienced an increase of 15.00. So, student learning outcomes in vocabulary mastery related to pronouns: subjective, objective and possessive adjectives increase. It can be said that this also forms the disciplined character of students because they have been able to follow the stages of learning to succeed.

The same thing was obtained from research by Puspita and Budiyanto (2014). From the results of this study it can be seen that the use of wordwall picture card media can improve English vocabulary mastery in autistic children because the subjects are interested in this media so that children are able to concentrate on following English teaching until this teaching is finished and there is a good improvement. This can be said to shape the character of student discipline because being able to concentrate on teaching English can even improve English vocabulary mastery.

The research by Ilahi et al (2022), regarding EFL Students' Perception Of Wordwall.Net Usedas Media For Learning English Grammar, the findings showed that the use of Wordwall.net was convincingly positive for the EFL students on the aspects of feeling (89.6%), attitude(67.3%), and engagement (77.4%). This also shows the character of student discipline which is marked by a very positive attitude and student engagement.

Other research written by Sukmawati & Pujiani (2023). From the results of his research on enhancing classroom engagement using online games, which also mention wordwall media, this result gave significant evidence that the use of online games effectively improved the students' engagement toward the learning process. This shows the characteristics of good discipline because the research found that students actively participated during the learning activities. Even more, the students also had positive interaction with teachers and peers. Of course this can be said that students turn into discipline after the teacher implements the Wordwall application. Looking at some of the research results and expert opinions, it can be concluded that the Wordwall game can be an auxiliary tool in learning to foster disciplined character. With the existence of this digital technology, it is much easier to strengthen the cultivation of student discipline characters. Therefore, this utilization must be maximized and fully supported by all elements of education.

Conclusion

Wordwall, an interactive learning media application based on digital technology, has the ability to improve student discipline. Students are more interested in learning because of its interesting and varied features. The Wordwall game application can be used to improve student discipline. By using Wordwall media, learning becomes more fun for students. As a result, they get useful learning. By getting meaningful learning, students will also learn to do things well, comply with regulations, be on time, and be orderly in their surroundings. Students can be disciplined in their learning activities because Wordwall media can increase their interest and motivation in learning. Teachers can optimize digital technology such as Wordwall games by using various features as supports. It can be concluded that the use of wordwall game applications for learning can be used as an alternative to promoting disciplined character in the millennial era.

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PEER REVIEW ACTIVITY IN ENHANCING THE QUALITY OF LEARNERS' WRITING SKILL: LIBRARY RESEARCH

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Abstract

Writing is an important skill to learn because it allows people to convey information through written composition. However, it is a difficult learning skill, as it requires stimulating thinking and forces learners to organize their ideas. From that, this paper aims to explain the need of peer review to enhance the quality of writing. Based on the library research that the researcher used, it showed that some components of writing that should be reviewed are included content, organization, vocabulary, language use, and mechanics. Besides, the rubric also can be used by the reviewer to make it easier. It should include the title and author of the draft, a summary of the main ideas, what the reviewer learned from the draft, the draft's strengths, how clear the argument is written, how well the draft is organized and structured, and whether the author provided evidence to claims. The other important details are the problems faced by learners in writing including internal and external problems that can be reduced by doing the review. In conclusion, a peer review is a great approach related to the writing skills. It is widely regarded as a great theoretical and practical way to improve learners' quality in writing.
Keywords: Peer review, writing, quality

Introduction

Writing is an important skill to learn a foreign language including English. It is because this skill allows people to convey information through written composition (Damanik, 2022). Besides, it is also needed in almost all matters included in the academic field. Moreover, this skill represents the process of learning, discovering, developing, and improving language skills (Astuti et al., 2020). Therefore, it is able to foster creativity, imagination, and understanding that involves the brain. However, to organize ideas for writing, writers must be imaginative and creative in putting their thoughts into words. As a result, writing skill is a crucial skill in communication in today's globalized world.

The skill of writing has become a challenge to master. This is in line with Sukandi & Syafar (2018) who stated that writing is considered a difficult learning skill in an EFL context such as in Indonesia. The reason is that writing requires stimulating thinking, and force students to organize their ideas, develop their abilities, and criticize their thought (Maghsoudi & Haririan 2013, p.60). According to Rachmawati et al. (2017), this skill is quite hard since it just includes not grammatical and rhetorical parts, but also conceptual and judgment elements. Thus, people who do not know how to communicate themselves in writing will struggle to learners encounter many challenges of it.

In some studies, peer review refers to the activity to review the others' works. In learning, this kind of review is used as a solution in this study to help the students. Align with that, Nicahati (2022) stated that peer review is important for the continuous development of learners. Furthermore, as we know that peer review is an activity in which students solicit feedback from their peers (Fatimah & Suharto, 2017), it occurs when an environment reacts to an action or behavior to. Additionally, peer review or feedback might motivate students to collaborate and participate actively in the learning process (Bradley & Thousny, 2017). The learners will do the exchange of work that will help them to learn more effectively.

Based on the previous study, there is still not much research that discusses the details of why peer review is needed in writing skills. It can be used as a gap. Also, the use of study in a library can be novelty or novelty which will enrich the discussion of this paper. This happened because on average other papers used empirical research. From that, this paper is expected to

be able to provide views from various sides regarding peer review activity in enhancing the quality of learners' writing skill.

Method

The research design for this study, which took a qualitative approach, was library research. Sugiyono (2016) defines library research as research that draws on written material such journal articles, books, notebooks, or summaries of previous study findings. The overall structural elements of the investigation were explained using this research design (Perry, 2008). It also sought to provide comprehensive answers to numerous queries on the subject of the study. The data were obtained using this library research design, to put it briefly (Zeid, 2004). Additionally, the qualitative approach was adopted since researchers examine objects from their everyday surroundings and consider implications when understanding phenomena (Creswell, 2007). Additionally, after gathering the information, researchers tried to comprehend and interpret it.

There are two approaches to data analysis:

a. Descriptive methods are ways to describe and analyse already-formed and evolving beliefs, continuing procedures, results, or effects, or emerging patterns.
b. Comparative procedures are techniques for contrasting ideas or professional judgements discovered during the investigation (Sumanto, 2014).

The data from library research are not constrained by time or geography. The benefit of this study approach, according to Glasser et al. (1967), is the wide range of comparison material on offer regarding time, space, and other aspects. To draw conclusions and synthesise, the researcher combined and integrated the thoughts. Additionally, because the research's data were gathered from a variety of references, the publications used were restricted to library research. However, the paper covered the need peer review activity in the context of writing English. As a result, it is appropriate to carry out this research using a library research design and a qualitative methodology.

Findings and Discussions

In writing, the writer must apply the cognitive skills in their text. Moreover, based on Cmejrkova et al. (1999), writing is seen as a linguistic ability that is attained through mastery of grammatical and spelling standards. They require to assess their sources and then synthesize them in a concise piece of writing. Furthermore, one of the most effective strategies to entice children to write is to allow them to write as freely as possible at the start of the learning process, instilling in them a sense of creativity. Therefore, feedback is needed to improve the quality of writing.

In the peer review activity, some components of writing should be reviewed. Those included content, organization, vocabulary, language use, and mechanics (Richards & Renandya, 2002). The explanations of components are explained as follows:

Table 1. Components of writing based on (Richards & Renandya, 2002)

Components	Explanation
Content	Information presented with a purpose in writing
Organization	It refers to how ideas are presented and the larger parts of a piece of writing

Vocabulary	The words we use in writing
Language use	The communicative meaning of language
Mechanics	The rules that control technical features of writing such as spelling, punctuation, capitalization, and abbreviations

In doing the review activity, besides the component of writing, the reviewer also is able to use the rubric to make it easier. Based on Paltridge (2018), the rubric may include the following points for the reviewer to complete: the title and author of the draft, a summary of the main ideas written in the draft, what the reviewer learned from the draft, the draft's strengths, how clear the argument is written, how well the draft is organized and structured, whether the author provided evidence to claims written in the draft, the reviewer's name, and time of reviewing.

Peer review is needed in the activity of writing. This is in line with (Rahiem, 2021) who found that peer review or feedback has been shown to be useful in improving the learning process. In this study, the term peer review also refers to peer feedback (Gielen et al., 2010), or peer editing in writing instruction. It is the use of learners as information sources for each other in such a way that learners assume roles and responsibilities normally assumed by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats during the writing process (Hansen & Liu, 2005). Thus, peer review is quite important in writing skills.

In the context of peer feedback in learners' writing classes, it is beneficial to all sides. Even both reviewers and reviewees are likely to benefit (Huisman et al., 2016). This collaborative study environment can be formed if every learner actively engages as both a reviewer and a reviewee. Moreover, the interaction that occurs between the reviewer and the reviewee offers an opportunity to gain an advantage. Through the reviewer's eyes, the reviewer can see how genuine readers or audiences will interpret the material of his piece (Lundstrom & Baker, 2009; Kurihara, 2017). By doing it, reviewers will be able to compare it to their writing and have a better knowledge of writing talents. Thus, it has positive impacts on both reviewers and reviewees.

The peer review process also has a positive impact on detail. It is able to encourage the learners to read and write frequently, do critical reading and reflection, develop their writing expertise, assist them in scheduling their academic work, boost their motivation and enjoyment of writing, and advance their information literacy. Additionally, the peer review product showed their success in authorship and ownership. The findings based on Shokrpour et al. (2013) showed that students felt empowered as writers, improved their writing quality and frequency, and acquired autonomy in their writing. In general, it has been shown that implementing peer review is worthwhile for educational environments. From that, it is important to involve peer review or feedback in learners' writing activity.

Several writing problems have been explored in previous studies, such as the study by I Gede et al. (2013), which found that the causes of students' writing difficulties were limited vocabulary, low competency in understanding grammar and spelling, difficulty in composing paragraphs, and difficulty generating ideas. However, difficulties in writing can be reduced by helping students write in a way and doing the peer review that supports all phases of the writing process. In this study, the researcher provided the problems in learners' writing into the internal and external factors based on Krismonica et al. (2021). The component of those factors is explained as follows:
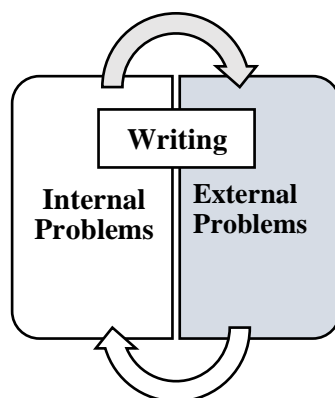
Figure 1. Problems of writing skill based Krismonica et al. (2021)

There are many internal problems faced by learners in writing. It included grammatical problems, word choice, and cognitive that covered punctuation, capitalization, spelling, material, and organization problems. According to Kharma (1987), grammatical problems refer to the subject-verb agreements, pronoun references, and connectors that are used in writing. Meanwhile, word choice problems refer to attempts to impress readers which lead to diction problems. Furthermore, the first aspect of cognitive problems is the punctuation problem. According to Byrne (1988), is the fact that punctuation is never normal at the level of spelling and makes the writer feel bothered. Besides, capitalization problems usually mean difficulties in distinguishing between proper and general nouns (Gowere, 1995). Then, the spelling problems refer to the presence of other languages, pronunciation variants, and other historical factors (Gowere, 1995). Material means the difficult experience to explore concepts and dream to connect with others; organization refers to how ideas are presented. From that, internal problems have become a common challenge in writing.

The external problems also become the challenges in writing. They covered the lack of writing stages understanding, motivation for learners, insufficient time, practice, and feedback from teachers. First, writing stages understanding means that writing does not come naturally; it is a sophisticated skill that must be mastered through consistent effort and practice. However, when learners are given several opportunities to write, not all of them will be inspired to write. It is related to motivation for learners' problems. Furthermore, students required time to gather, arrange, and compose drafts, as well as read and rewrite proof. They may have insufficient time to do the practice directly. Lastly, related to the teachers' feedback, Byrne (1988) contends that teachers should focus on what students have already accomplished rather than what they have attempted. This may make it easier for learners to understand comments in the revisions.

Peer review is one of the great ways to enhance the student's writing skills. This aligns with Kurihara (2017) who said that this review is generally considered an excellent approach to improving students' writing skills theoretically and practically. It is considered that students' learning progress can be accelerated and enhanced with the support of others through social contact (Hansen & Liu, 2005). This is to say that the exchange of feedback between students contributes to the growth of student understanding. The interaction in this study was in the form of offering and receiving feedback in writing classes. As a result, peer feedback is seen as an important method for improving students' skills, particularly writing ability.

It is believed that engaging in peer feedback provides significant benefits to adult learners in helping them perform better in writing. For starters, participating in peer feedback allows children to experience meaningful negotiation. This means negotiation occurs as a result of learners' interactions when assessing each other's work. Through meaningful negotiation, students and their partners can debate revision strategies that are critical to improving the

quality of their compositions. The second method, peer feedback, has been demonstrated to be useful in fostering learners' critical thinking, which has a good impact on their writing.

Incorporating peer review into the classroom has positive impacts for both the writers and readers of the students. Peer review is able to assist students in learning how to differentiate between good and bad writing projects that have been completed by others (Barkley et la., 2005). It also assists learners in developing their comments, suggestions, and points of view that could significantly improve the work of other students (Andianto, 2014). The teacher and the students have both benefit much from it. Thus, this review ais able to be an alternative strategy that is e used by the teacher or lecturer when conducting teaching writing.

Some studies also show the finding related to the peer review topic in writing skills. For instance, Sengupta (2000) discovered that by utilizing peer feedback, the obligation eventually shifted from the teacher to the peer group and then to the students themselves. The two revising groups had improved more than the normally taught group, according to a post-test composed at the end of the year. In a similar vein, Hedgcock and Lefkowitz (1992) discovered that feedback duty eventually shifts from the teacher to the peer and then to the learners themselves. A post-experimental questionnaire and interview revealed that the students valued much of what they had learned since they had learned how teachers think through this experience, and the training had aided in their success and given them a fresh perspective on what writing included.

Peer review, which is also referred to as peer feedback, peer revising, peer critiquing, or peer evaluating, is a collaborative learning activity where learners swap drafts with friends. In line with that, the review has the opportunity to provide comments to one another (Lei, 2017). Tehrani (2018) lists a number of benefits that are offered by the peer feedback technique, including the fact that since students must exchange their work with friends when using peer feedback; it indirectly teaches them how to provide constructive criticism and suggestions for improvement. Additionally, it encourages learners to collaborate with their mates while honing the writing abilities.

The process of peer review enables the learners to produce better writing. And reduce the mistakes. One way to reduce the mistakes students frequently make in their writing before turning in a draft to the teacher is through peer review. Additionally, they can learn how to edit their own writing using feedback from others. It is considered with Sholihah (2015) who claims that giving comments and making adjustments while writing can be more beneficial than doing it at the conclusion of the process. Moreover, it will also save our time efficiently. When a teachers have numerous classes to teach and many students in the class, they are able to save much time in assessing the students' work.

Conclusion

According to the discussion above, using peer feedback while teaching writing to students who are learning English as a foreign language is very beneficial and productive for both the teacher and the students. When used in the classroom, peer review has positive benefits on both the writers and readers of the students. The readers and reviewers can broaden their knowledge and writing skills, while the writers can receive peer correction of their written work. One way to reduce the mistakes students frequently make in their writing before turning in a draft to the teacher is through peer review. Thus, they can learn how to edit their own writing using feedback from others.

Peer review is an effective method for teaching writing to students learning English as a second language. When a writer is stuck, the peer can provide ideas to help move the writing along by employing the peer feedback technique. Students are capable of cooperating with readers. Moreover, writing is a skill that enables pupils to perceive their own thoughts, knowledge, and feelings in the arrangements of words in depth and quickly, according to Nasir et al. (2013) and Deveci (2018). Peers might express their feelings regarding the writing as a

result. From that, it might give writers a chance to clarify their ideas and develop their critical thinking skills while they are writing.

In conclusion, peer review is proven to foster a collaborative learning environment, which is critical for learners' development, specifically learners' writing competency. Through peer review, learners were taught and understood how to properly create paragraphs, double-checking the paragraphs made each sentence to ensure that the wording is correct, and paying attention to conjunctions to connect the first statement to the next one. Furthermore, the peer feedback process is one element in encouraging learners to work collaboratively by delivering and receiving evaluations on their peers. From that, it is regarded to be beneficial in facilitating learners' participation in the classroom.

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THE PRINCIPLES OF TEACHING AT THE RIGHT LEVEL (TARL) APPROACH IN A NEW LEARNING PARADIGM OF INDONESIAN CONTEXT

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Abstract

The new learning paradigm ensures learning practices to be centered on learners. With this new paradigm, learning is a continuous cycle starting from the mapping of competency standards, planning the learning process, and implementation of assessments to improve learning so that students can achieve the expected competence. New paradigm learning delivers flexibility for educators to formulate learning plans and assessments according to the characteristics and needs of students (Teaching at The Right Level). The present article aimed to analyze the existing literature related to principles and implications of Teaching at The Right Level (TaRL) implementation in new learning paradigm context. The method used in the present research is Literature Review which function is to study, identify, evaluate, and interpret all existing research based on the topics raised. The results revealed that there were five principles of Teaching at the Right Level; adjustment of learning outcomes with the ability level of students, conducting a diagnostic assesment at the beginning of learning, developing lesson plans, adjustment of learning process with students' characteristics and learning outcomes stages and performing continuous assesements and evaluations for improvement.

Keywords: Teaching at the Right Level, Principles, New Learning Paradigm, Merdeka Curriculum

Introduction

Education has always been a crucial component to change the world especially in preparing new generations. In Indonesian context, the transformation of educational system is highly connected to the changing of the applied curriculum. Relying on this, a new modified curriculum or learning paradigm has been introduced and extensively socialized by Ministry of Education and Culture called Independent Curriculum (Kurikulum Merdeka). This new learning paradigm ensures learning practices to be centered on learners and becomes a continuous cycle starting from the mapping of competency standards, planning the learning process, and implementation of assessments to improve learning so that students can achieve the expected competence. This new learning paradigm is also in line with Ki Hadjar Dewantara's thoughts about the nature of students through the Independent Curriculum. In relation to this, students come to the class with their diverse backgrounds and capability. Each student must have different background, unique characteristics and diverse multiple intelligences. Therefore, Tomlinson (2001) emphasized that each learner is a unique individual, with different needs, interests, talents and learning styles. That is a simple reason that education must reflects this diversity which will result in inclusive and effective learning. The implementation of education must ensure that this uniqueness is seen as a potential that needs to be developed through a diversity-oriented curriculum of students. This modified curriculum aims to ensure that education meets individual needs, takes differences into account and enables each learner to reach their maximum potential.

The concept of the Independent Curriculum frees teachers to openly make important decisions regarding the selection, management, design, and implementation of the learning process in the classroom (Fauzan and Arifin, 2022). In this Merdeka Curriculum, the focus also is no longer on the teacher but on the students. Classes are also no longer seen as a place to shape students into the shape desired by the teacher, but rather a place where students grow according to their individual uniqueness to achieve their best potential. This new paradigm learning is a basic concept or basis of thinking which in practice requires a separate approach so that the basis of thinking can be applied in the classroom through appropriate good practices.

Based on above explanation, it is also commonly known that students must also have diverse academic achievement levels. It is common to discover that one student in the same class or learning group has different levels of knowledge and understanding from others. Therefore, for effective teaching and optimal learning outcomes, the teacher must accommodate this range of learning abilities. This approach aligns with the Teaching at the Right Level (TaRL) concept. This concept is originated from the research conducted by Banerjee, Duflo, and Kremer that led to the conception of TaRL. They conducted randomized controlled trials to assess the effectiveness of various learning interventions. Their research discovered that customizing instruction based on individual students' learning levels, rather than depending on grade-level curriculum, could substantially improve learning results. (Tenry, et al. 2023). Teaching at the right level (TaRL) is a learning approach that does not refer to the class level, but refers to the ability level of students. This is what makes TaRL different from the usual approach. Teaching at the right level (TaRL) can be the answer to the problem of understanding gaps that have been occurring in the classroom. This kind of new concept is one of the actualization of the Independent Curriculum by which it gives teachers the flexibility to design and carry out lessons and assessments according to the capacity of their students or commonly known as teaching at the right level (TaRL).Teaching using the TaRL approach is managing students not tied to grade levels. However, they are grouped based on the developmental phase or according to the ability level of the same students. So that the reference is to learning outcomes, but adjusted to the characteristics, potential, needs of students. Likewise with the learning outcomes, also determined based on the evaluation of learning in accordance with the phase/level. Students who have not achieved learning outcomes in their phase, will receive assistance from educators to be able to achieve learning outcomes. Above elaboration concept inspires the author to dig up more about the principles on how the Teaching at The Right Level (TaRL) as an learning approach should be taken into consideration and effectively implemented in the classroom.

Method

The research conducted in this study employed historical research and library research methods, utilizing data collection techniques such as literature reviews. The researchers gathered data and information from various existing literature sources pertaining to the development of the research topic. These sources included official government documents, qualitative and quantitative data from scientific articles, and other forms of previously published literature (Connaway & Radford, 2017). To gain insight into the transitional period of implementing the Independent Curriculum, the study focused on understanding the significance and application of Teaching at The Right Level as a learning approach. The data and documents collected were subjected to analysis, and additional support and context were drawn from relevant references and other pertinent literature sources.

Throughout this phase, the author thoroughly examined the literature related to Teaching at The Right Level as a learning approach, exploring its implementation and implications for learning. By employing rigorous research methods and drawing from diverse sources, the study aimed to provide comprehensive insights into the subject matter. Then, the author collects several articles; related items that have a correlation with the theme under the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA). PRISMA enables researcherto conduct research with a systematic framework that begins with the collection of literature, eliminating it based on the criteria determined according to the research (screening), synthesis, and conclusions.

The process begins by collecting some literature from the latest articles from 2017 to 2022. The keywords used to search for related literature are: new paradigm education, independent curriculum, teaching at the right level, pedagogy according to the stages of ability, teaching English with TaRL, implementation of TaRL. Apart from research articles, the

researcher also collected several books related to the concept of teaching at the right level to support the theoretical framework.

Finding and Discussion

Analyzing Learning Outcomes to Set Learning Objective and Objective Flow

In this emerging educational paradigm, educators will familiarize themselves with the concept of Learning Outcomes (CP), Learning Objectives (TP), and Learning Objectives Flow (ATP). Learning Outcomes (CP) refer to the specific competencies that students are expected to attain during each stage of development for every subject in early childhood, elementary, and secondary education. These learning outcomes encompass a comprehensive set of competencies and a well-structured scope of content presented in a narrative format. To ensure alignment with the students' developmental stages, the mapping of learning outcomes is categorized into age-specific phases.

The primary objective of the learning outcomes analysis activity is to establish Learning Objectives and Learning Objective Flow, which serve as guiding references for the implementation of the learning process. Educators and educational institutions have the flexibility to employ diverse strategies in formulating learning objectives and goals. However, it is imperative that the resulting learning objectives and learning objectives flow align with two key criteria:

a) Competency: This entails the incorporation of attitudes, knowledge, and skills that can be demonstrably exhibited by students, showcasing their successful achievement of the designated learning objectives.

b) Content: This refers to the fundamental knowledge or core concepts that students are expected to comprehend upon completing a particular learning unit.

Diagnostic Assesment is the Key

Diagnostic assessment, conducted at the outset of the learning process, serves as a valuable tool for teachers to gauge students' proficiency and requirements concerning curriculum achievements. The outcomes of the diagnostic assessment provide crucial information that both teachers and students can utilize to identify learning goals and stages. To comprehensively ascertain student profiles, the assessment should encompass both cognitive and non-cognitive aspects. The cognitive diagnostic assessment yields fundamental information on various fronts, including the stages of students' mastery in literacy and numeracy competencies, which are essential for further learning progress. It also helps determine the students' initial knowledge level in various subjects and their preferred learning methods. On the other hand, the non-cognitive diagnostic assessment offers insights into students' profiles, encompassing their interests, talents, and psychological readiness to engage in the learning process. The process of self-diagnostic assessment employs a diverse range of methods to render students' mastery and needs visible. Some of these methods include written tests, surveys, interviews, observations, interactive games, discussion forums, as well as psychological tests to assess talents and interests, among others. By employing these multifaceted assessment approaches, teachers can tailor their instructional strategies to cater to the specific needs and preferences of each student, ultimately fostering a more effective and personalized learning experience.

This is a crucial principle that should be recognized and conducted by the teacher before designing and implementing learning and teaching process. This might include both cognitive and non-cognitive aspect of students. Refers to Tenry, Nurnia, Rabiah (2023), a teacher can conduct diagnostic assessments to address the diverse levels of academic achievement. This assessment provides valuable insights into the student's readiness and achievement levels. Diagnostic assessment can be formal or informal, employing tests, observations, interviews, or self-assessments. Through this assessment, teachers can gather data to inform their instructional

decisions, learning module design, material selection, media incorporation, and the arrangement of assessments in the classroom.

Developing Lesson Plans

The teaching module is the development of a lesson plan which is equipped with more detailed guidelines, including student activity sheets and assessments to measure the achievement of learning objectives. Referred to as modules because these devices can be used in a modular manner. With this teaching module, teachers can use a more varied set of tools, not just textbooks with the same lessons throughout the year. In other words, this gives teachers the opportunity to use a wider variety of teaching resources, not limited to textbooks. Teaching modules are not only developed by the government but can also be developed by teachers and other education communities in Indonesia through good practice. Educators and educational units can use various strategies to develop teaching modules as long as the resulting teaching modules meet predetermined criteria and activities. learning in teaching modules in accordance with the principles of learning and assessment. According to Kemendikbud (2020), teaching modules are expected to meet four criteria as below :

a. Essential: conceptual understanding of each subject through experiential and cross-disciplinary learning.
b. Interesting, meaningful, and challenging: fostering an interest in learning and involving students actively in the learning process. Related to previous knowledge and experience, so it's not too complex, but also not too easy for his age stage.
c. Relevant and contextual: related to previous knowledge and experience, and in accordance with the context at the time and place where students are.
d. Continuous: The connection between the flow of learning activities according to the learning phase of students. Writing teaching modules aims to guide educators to carry out the learning process. Components in the teaching module are determined by educators based on their needs.

Adjustment of Learning Process with Students' Characteristics and Learning Outcomes Stages

With the shift towards student-centered learning, teachers play a crucial role in fostering active growth and development based on individual capabilities. The work of Banerji revealed a concerning reality where many children struggled with basic reading skills, prompting doubts about the efficacy of the existing education system. This concern gave rise to the development of the Teaching at the Right Level (TaRL) approach, which draws on Piaget's theory by emphasizing a focus on "what children can do" rather than prescriptive expectations. In essence, TaRL underscores the importance of customizing instruction to align with students' cognitive development and achievements. To address this challenge, teachers can craft comprehensive lesson plans or teaching modules that accommodate the unique characteristics and diverse learning needs of their students, drawing insights from diagnostic assessment results. Furthermore, they can design learning activities that incorporate tailored instructions, taking into account the individual stage of achievement and specific traits of each student. By implementing these customized approaches, teachers empower students to engage actively in the learning process, promoting their overall growth and development.

Continuous Evaluation of Learning and Assesment

Continuous evaluation of learning and assessment is a vital aspect of the teaching process, ensuring that educators can enhance their instructional methods and optimize students' progress. This process involves several key steps:

a) Learning Reflection and Assessment: Educators engage in introspection, carefully evaluating the learning and assessment strategies employed in each teaching module. This analysis entails identifying which learning objectives have been successfully achieved and which areas require further attention. The formative assessment results serve as a foundational basis for these reflective activities.

b) Identification of Successes and Improvements: In order to identify successful aspects and areas for improvement, educators can adopt a multi-faceted approach. They may hold discussions with colleagues, analyzing assessment data, and gathering feedback from students. These diverse perspectives provide valuable insights to shape future teaching strategies.

c) Modification of the Next Teaching Module: Subsequent to the evaluation and assessment process, educators collaboratively work with colleagues to modify the content and structure of the upcoming teaching module based on identified needs and areas for improvement. This iterative process ensures continuous refinement of teaching practices to better cater to students' learning requirements. By actively engaging in continuous evaluation and assessment, educators can adapt their teaching methodologies to foster a more effective and dynamic learning environment, supporting the overall growth and achievement of their students.

Conclusion

Based on the results of a literature review related to the principles of the Teaching at The Right Level approach as a learning approach during the transitional period of implementation of the independent curriculum it is important to do. Learning by considering teaching that is appropriate to the ability level of students is an effective way to meet the diverse academic needs of students. So, in its application educators must be able to consider the principles of its implementation so that it is in accordance with the expected results. Teachers need to consider the above principles which starts from analyzing the learning outcomes to set learning objective and objective flow, conducting diagnostic assesment to understand students' current cognitive conditions, developing lesson plans based on the diagnostic assesment results, adjustment of learning process with students' characteristics and learning outcomes stages, and continuous evaluation of learning and assesment. Teaching at the Right Level represents a paradigm shift in education, making it more equitable, inclusive, and effective. By recognizing the diversity of learners and providing personalized instruction, TaRL ensures that every child reaches their fullest potential. As educational institutions embrace this student-centered approach, we can look forward to nurturing a generation of confident, capable, and well-rounded individuals prepared to face the challenges of the future.

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DIFFERENTIATED LEARNING AS A SHAPE OF NEW PARADIGM LEARNING MERDEKA CURRICULUM

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Abstract

This research is motivated by the implementation of a new curriculum for senior schools in Indonesia, namely the Merdeka Curriculum. The Merdeka Curriculum bring changes to educational standards in every schools. Pancasila education is compulsory, and learning with the New Paradigm is the standard process for education in Indonesia. This study aims to analyses about the intervention process carried out by schools in terms of implementing Pancasila Education subjects with the Merdeka Curriculum. This research was conducted through a qualitative design with a case study approach. The subjects of this study were teachers and students at tenth grade of senior high school 1 Jember that implemented the Merdeka Curriculum. The sample selection used the purposive sampling method. Data collection techniques using interviews, observation and documentation studies. The validity of the data was obtained through a source, technique and time triangulation. Data analysis was performed using the Creswell qualitative data analysis technique. The implementation results cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments. This study concludes that the implementation of Pancasila Education Subject has followed the standard process of New Paradigm Merdeka Curriculum.

Keywords: Differentiated Learning, New Paradigm Learning Merdeka Curriculum

Introduction

The implementation of education in Indonesia always has a different curriculum for a few years. Depend on the decision or provision which has been agreed by the prime minister of education. Independent learning as a new paradigm learning in this period has begun. Most of the institution or school has been implementing this new paradigm learning. The appearance of a new paradigm learning was also caused by the various changes of social, environment, culture, technology et cetera. As it has written by Istiningsih and Widiyarti (2017) in their book, Learning paradigm has shifted, due to various changes occur in the environment of human life. Such changes occur both natural changes and changes in technology. It's like a circle that is difficult to detect from which the change occurred. Is the natural changes that started this life change, or changes in human culture, or technological change. All aspects and elements of human life has changed. These changes also have an impact in the world of education. Education is said have a clear and good vision if it is able to anticipate the changes that occur.

Philosophy of "new paradigm in learning" is the view that is the basic concept of the learning that should occur in the present and in the future era. The philosophy of the new paradigm is also defined as an attitude of learning a new paradigm in thinking deeply and would like to see in terms of a broad and thorough with every relationship. Associated with the philosophy of this new paradigm in learning that comprehensively drafted a concept of learning. By the philosophy, it can be said that both teachers and students are need to understand well about the concept of new paradigm itself. Even tough, actually a new paradigm is not something new to be learnt. But still, this changing of weather in education need to be monitored, evaluated and enhanced more and more to get in the objective of the curriculum which named Merdeka Curriculum or Independent Curriculum.

The Merdeka Curriculum is implemented with the principles of New Paradigm learning. Five principles that need to be pursued in learning the New Paradigm of the Merdeka Curriculum, including a) Learning by considering the stages of development and level of

achievement of students,; b) Learning is carried out to build the capacity of students to become lifelong learners; c) The learning process supports the development of competence and character of students holistically; d) Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners; and e) Sustainable future-oriented learning. Hence, this curriculum must be started too at the elementary school in which they used to learn critically and independently.

The implementation of a new paradigm learning or Merdeka Curriculum in Senior High School 1 Jember has been applied properly and orderly. Although, the students were interfered in it are the students at the tenth grade, most of the students are able to adapt with the curriculum well. Objectify the Merdeka Curriculum in this school has been started from the learning teaching model in the class, extracurricular activities which suit to the base of Pancasila Student Profile Strengthening Project (P5) and maximization provision of the learning teaching tools or equipment in every classes. Besides that, all teachers here are also joining the workshop and seminar of implementation of the Merdeka Curriculum in the schools actively and routinely so that can be a new knowledge to improve the teachers and students' quality.

Learning is a process or effort made to acquire knowledge and values that can develop life skills, both soft and hard skills. Education aims to produce humans who have better personalities by applying positive norms from practice or other forms of experience. The learning criteria include change, last all the time, and gain experience People learn when they do things differently, persist over time, and acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors (Schunk, 2012).

English is the most influential language in the world (Nishanthi, 2018). Established as Lingua Franca, English is the language commonly used in international transactions such as trading, business, and travel (Geckinli & Yılmaz, 2020). Moreover, English can be easily found in our daily life like in electronics, the internet, and in public places. With this growth, the need of learning English has increased significantly.

A new paradigm learning commonly known by the students' centered learning model in its implementation. Student-centered learning is not a new approach in the educational field in the world, but it relatively new in the Indonesian educational system. It is coined with the implementation of the 2013 curriculum earlier that attempts to provide students more opportunities and facilities to build their own knowledge so that they will gain a deep understanding which in turn can improve the quality of students. Through the application of student-centered learning, students are expected to participate actively, always be challenged to have critical power, be able to analyze and be able to solve their own problems (Zarouk et al., 2018).

Method

The qualitative data were collected from observation, interviews and document review. They were in the forms of field notes, interview transcripts, and document review. This section explains the researcher collected the data and explained the tools used in data collecting methods in the research. Creswell (2014) exposed that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The researcher went directly to the field to explore data following the focus of the study. To get data that was relevant to the problems discussed in the study, the data collected must be representative. The type of this research is a case study. This method demands researchers to focus on only one subject. Things encompass the object that is not in discussion. Such as about someone, family, institution, etc.

Observation is an activity of observing of nature occurs and objects in research. In this research, the researcher used non-participant observation. This method, the data collected is behavioral data in the sense of the results of observations of the behavior of the subjects studied,

not the opinion of the subject being studied. One of the characteristics of the non-participant method is indicated by not there is interaction and communication with the subject under study. The researcher took a note about the students' activeness in participating a new paradigm learning and activities.

The use of interview indicates the occurrence of communication between the researcher and the subject of research. The interviews are used to support data that has been collected through observation. The researcher used the non-structural interview in the research. Non-structural interview gives freedom to researchers to determine the scope of information to be explored so that researchers have the freedom to expand or change questions that will be asked to the research subjects. The research subjects were obtained through purposive sampling. Umar, Choiri and Anwar(2019) exposed that purposive sampling means that the author chooses a class that has a purpose. Purposive sampling is a technique which is used by the researcher if the researcher has some particular considerations in sampling. For example, limited time, energy, and funds so that it is not possible to take a large and distant sample.

Document review is used to collect data from source documents and records. Documentation used with the reason that this source is always available and cheap, rich contextually, relevant and fundamental in the context. In this research, the researcher used source triangulation and technique triangulation. Source triangulation used different sources to get the same data. It used to check the information which was taken from different times, the emphasis was on the source of data not in the data collecting method or others. Technique triangulation was done by collecting the same data by using different techniques or methods of collecting data. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity. The instruments were used in forms of observation sheets, interview sheets and documentation pictures, records and sources.

Findings and Discussions

The implementation of Merdeka Curriculum in Senior High School 1 Jember are proven properly and smoothly. Especially for tenth grade students. The discipline of its implementation has started from the learning teaching in the class and added by the extracurricular and project to strengthen the profile of Pancasila students. The implementation result cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments.

Diagnostic assessment is one of required activity in a new paradigm learning Merdeka Curriculum. Diagnostic assessment is necessary in helping teacher finding the right learning model that will be planned and done. Diagnostic assessment contains of students' questionnaire around their learning environments, learning style, learning needs and students' learning interest. It has been done by all teachers in whole new classes or in a whole tenth grade at this school as a new paradigm learning Merdeka Curriculum has been implemented since a year ago. It has been strengthened by the statement of Headmaster of the Senior High School 1 Jember that the school has been developed their learning and activities by pointing at the principal of a new paradigm learning Merdeka Curriculum. As it has been done in one of tenth grade, the data obtained form implementing the diagnostic assessment concluded that students in one class have a various learning background, family and environment conditions and various learning style.

Learning Style

■ Auditory ■ Visual ■ Kinesthetic ■ Reading and Writing
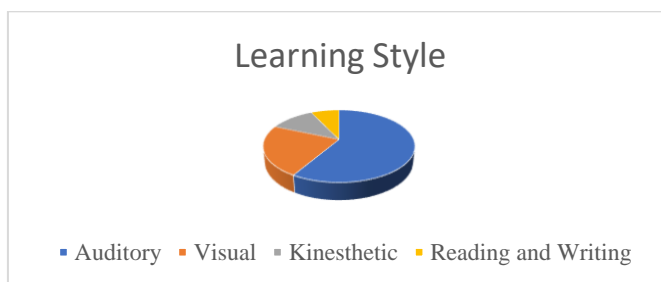
1.1 Chart of Students' Learning Style at Tenth X Based on Diagnostic Assesment Result

Differentiated learning is one of the characteristics of a new paradigm learning Merdeka Curriculum in which the teachers should prepare the various ways in implementing their learning teaching. It can be varied in learning process, learning content, learning product and learning environment. Based on the researcher's observation that most of the teachers in this school has been varied their learning model. It can be proven by the English Class which has been done by the researcher in which the researcher preparing various medias to facilitate students' learning.

Discussion and collaboration are identic with the project-based learning and problem based learning in which in their syntax of learning including discussion and collaboration phase for the students' activities. The data of observation obtained that student actually enjoyed the team work in learning. But the interviews obtained that sometime they are tired of being a group with a friend hard to control or discuss together. Students' reflection sheet written that lots of group task sometimes make them exhausted and confused. In this point showed that the students have not realize yet about the substantial of involving them much in team work. It also can be a homework for the teacher to construct the better classes next meeting in order to give the students' insight about the learning objectives with refers to group task.

Character building is also being obliged in a new paradigm learning which can be taken from Pancasila Student Profile characters. Character building also can be arranged by slipping the social emotional learning implicitly in students' activities. First year students in senior high school especially favorite in senior high school in big cities usually has not complicated case yet about the school rules violation. Most of them are still building their paradigm about their new school and it would be easier to guide them to have a good character inside and responsiveness outside.

Learning projects is related to the students' worksheet which identically with project based learning or by problem based learning. Students are formed in groups based on students' deal with the teacher. It can be referred to students' learning style, students' needs and students' interest in grouping. Learning project must be related to the materials, students' capability and must be able to build students' character in its implementation. A new paradigm learning is well – known as a learning in which students are being a main role in learning process. The students' activeness is mostly dominant than the teacher. Nevertheless, teacher nonetheless must be conscientious to the students' work.

Learning resources based on information and communication technology is quietly necessary now in implementing a new paradigm learning as it must be balance with technology advances in order to build students' ability and creativity in using the sophisticated media learning. In this part, knowledge and technology are combined. Students' skill in finding and learning knowledge based on information and communication technology are giving influences in their achievement. As Kim S.,Fabianne M., Maaike C., Wilma and Bernard P.(2020) wrote that knowledge and skills (eg data literacy), (2), psychological factors (eg social pressure), and (3) social factors (eg collaboration) influence the use of formative assessment.

Formative assessments is a kind of assessment which is used during the learning process. Darrell J.R., Paul Z., Robert A.,.(2013) wrote formative assessment is designed to assist learning by generating useful feedback information for students during the learning

process and leading to improved learning outcomes. The observation data obtained that the formative assessment in this school usually hold in a very last of learning process. It become the last assessment for the tenth grade students.

Summative assessment is a kind of assessment which has done usually to make sure the students' learning achievement in a whole of learning objectives. Seyed M.I., D.R. Rahul., Indrajit P., Ehsan R.,(2022) exposed summative assessment is usually used to measure learning and is rarely used for learning. Educators can make summative assessments more formative by giving students opportunities to learn from exams. This means providing feedback to students on exams and tapping into the teaching potential of exams.

The learning and teaching process in the class are holding based on the Merdeka Curriculum model in which the learning is held by using Project Based Learning and Problem Based Learning. The students had been accustomed to learn and study by this Merdeka Curriculum. It can be proven by the students' learning activities in several classes during observation and students' responses in reflection session. Most of them are having fun and spirit with the learning activity. Students are actively asking, giving response and answering teacher or their classmate's question. They are actively dividing the jobs in tasks grouping and presenting well. Teachers are also a great moderator in managing the class.

The data showed that the students of tenth grade in Senior High School 1 Jember are having many changes in their learning in education and activities. The researcher as the English teacher in two classes of tenth grade obtained the data of the students' learning process based on new paradigm learning. The students mostly have a learning based on project based or problem based in a whole of subjects. It proven by students' work which hanged on their wall magazine. Another proof are coming from Biology subjects in which students' project are displayed in class shelf including mini aquarium, mini terarium, mini ecosystem, et cetera.

The next routines activities are the literacy program and entrepreneurship program. Both are held for about twice in a week. Literacy program is an activity in which students are having a particular class to increase students' quantity in learning literature. Each class and each supervisor teacher have a various ways and tasks to the students. While entrepreneurship program was handled by a teacher which has a dividing schedule for every classes. The last event of entrepreneurship is students' bazaar which be scheduled periodically based on students' dealing with the supervisor teacher.

Conclusion

Drawing from the result of the study, it is concluded that most of the teachers are aware of the new paradigm learning. Especially in English learning teaching. A new paradigm learning is also famous with the learning module which must be created based on Merdeka Curriculum. The teacher's role is no more as the main actor in the classroom but as a facilitator to provide the students with different characteristics to obtain meaningful learning experiences that enable the use of language to interact with others. Students are also much in doing, looking, thinking and working with their classmate creatively and critically. Even tough, teachers' role still necessary in teaching and explaining some unknown knowledge. Teachers are also having an obligation to build students' character in learning and also other activities out of the class with expectations students can be grown as good people in academic, non-academic and their behaviour.Beside classroom activity, a new paradigm learning in this school is involving the activities of strengthening the profile of Pancasila students. They are literacy and entrepreneurship programs which are obliged for the tenth grade students of the school.

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EXAMINING THE RESULT OF MACHINE TRANSLATION FOR LINGUISTIC TEXTBOOK FROM ENGLISH TO INDONESIAN

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Abstract
Linguistic textbooks recommended by lecturers often are in English. However, an issue always occurs, which is the inability to comprehend the whole message of the books because several students do not speak English or the books use advance level of wordings, which makes the students cannot grasp the materials completely. Such reasons drive them to use machine translation, such as Google Translate, to transfer the materials of the books from English to Indonesian. However, the result of the tool is not always reliable. As technology advances, more machine translations are developed, yet people still stick with Google Translate. Therefore, this study aims to examine and compare the result of machine translation tools for linguistic textbooks from English to Indonesian. The data source was the result of machine translation tools, such as Google Translate, DeepL, and ChatGPT. English textbooks about linguistic, such as syntax, semantics, and phonology were chosen to provide the data. The data were collected through documentation method with note-taking technique. The analysis was conducted by applying descriptive-qualitative method based on Bhattacharrya combined with micro linguistic theories. The result shows that ChatGPT is better to help students to translate the textbooks than Google Translate and DeepL. Current study implies that students are recommended to use ChatGPT to help them translate English materials that are difficult to understand.
Keywords: machine translation, English, Indonesian, textbook

Introduction

Textbook is an important media in learning process. Even though technology is growing, the role of textbook as learning media cannot be ignored. The use of textbook as learning media is intended to facilitate students in learning process, and also to broaden knowledge. In linguistic, using of textbook as learning media is not only for facilitate learning process, it's also to achieve language skill that have to achieved (Tarigan, 2008, p. 01). This method is often used by all teachers, including lectures. For example in linguistic class, lectures are often recommended textbooks in English. This is due to educational demand designed by The Indonesian Ministry of Education and Culture to achieve the target of graduates who can compete globally. Because of the students are not English active speakers, it causes difficulties for students to understand the contents of textbook. Those obstacles make student use assistive media to filter the information in textbook, one of which is by using a machine translation.

Machine translation is an online based application that translates text from source language to target language (Siswoyo, 2018). The machine translation function as a machine for translating natural language (Hutchins & Somers, 1992, p. 02), which means being able to translating from source language to target language. Machine translation, later called by MT has part of components, such as Natural Language Processing (NLP), and Multilingual Computation which consists of software components, lexical resources building, and others (Bhattacharyya, 2015, p. 01). Those features are so easy to use, and also the results are quickly obtained, make this MT have lots of enthusiast. Currently, along with technology advance, MT is getting more of types and varieties. Recently, MT has even used AI (Artificial Intelligence) technology, which is believed able to change the lives in future. For example, MT which is often used are Google Translate, DeepL, and ChatGPT. Those three MT are able to assist students in translating many languages. However, in practice there are differences in the result of translating on each MT, even though it uses the same sentences. The differences in these results can be seen in this translation result.

The translation result by Google Translate from English into Indonesia.

SL	TL
Agents are typically animate and normally instigate the actions they perform and do so wilfully and intentionally. Some verbs, e.g. murder, require the agent to act intentionally (*Sam murdered his neighbor accidentally), whereas others allow both intentional and unintentional agents, e.g. kill, break (Sam killed his neighbor intentionally/ accidentally).	Agen biasanya **bernyawa** dan biasanya menghasut tindakan yang mereka lakukan dan melakukannya **dengan sengaja dan sengaja**. Beberapa kata kerja, mis. pembunuhan, mengharuskan agen untuk bertindak dengan sengaja (*Sam membunuh tetangganya secara tidak sengaja), sedangkan yang lain mengizinkan agen yang disengaja dan tidak disengaja, mis. **bunuh, hancurkan** (Sam membunuh tetangganya dengan sengaja/tidak sengaja).

(Van Valin, 2001, p. 24)

The translation result by DeepL from English into Indonesia.

SL	TL
Agents are typically animate and normally instigate the actions they perform and do so wilfully and intentionally. Some verbs, e.g. murder, require the agent to act intentionally (*Sam murdered his neighbor accidentally), whereas others allow both intentional and unintentional agents, e.g. kill, break (Sam killed his neighbor intentionally/ accidentally).	Pelaku biasanya **bernyawa** dan biasanya menghasut tindakan yang mereka lakukan dan melakukannya **dengan sengaja dan disengaja**. Beberapa kata kerja, misalnya pembunuhan, mengharuskan agen untuk bertindak dengan sengaja (*Sam membunuh tetangganya secara tidak sengaja), sementara yang lain memungkinkan agen yang disengaja dan tidak disengaja, misalnya **membunuh, mematahkan** (Sam membunuh tetangganya dengan sengaja/tidak sengaja).

(Van Valin, 2001, p. 24)

The translation result by Chat GPT form English into Indonesia

SL	TL
Agents are typically animate and normally instigate the actions they perform and do so wilfully and intentionally. Some verbs, e.g. murder, require the agent to act intentionally (*Sam murdered his neighbor accidentally), whereas others allow both intentional and unintentional agents, e.g. kill, break (Sam killed his neighbor intentionally/ accidentally).	Agen umumnya berbentuk **benda hidup** dan biasanya memulai tindakan yang mereka lakukan **dengan sengaja dan dengan niat**. Beberapa kata kerja, misalnya "membunuh" (murder), mengharuskan agen bertindak dengan sengaja (*Sam membunuh tetangganya secara tidak sengaja), sedangkan kata kerja lain memungkinkan adanya agen baik yang bertindak dengan sengaja maupun tidak sengaja, misalnya **"membunuh" (kill), "menghancurkan" (break)** (Sam membunuh tetangganya dengan sengaja/tidak sengaja).

(Van Valin, 2001, p. 24)

As the result of those translation from English into Indonesia, there are differences results in translating from source language to target language. Even though they get same meaning, the diction results are different. Diction *animate* has differences translating in Google Translate, DeepL, and ChatGPT. In Google Transate, it translated to 'bernyawa', in DeepL translated to 'bernyawa' same as Google Translate, and in Chat GPT translated into 'benda

hidup'. Another results happened in sentences "do so wilfully and intentionally". In Google Translate translated to 'dilakukan dengan sengaja dan dan disengaja', in DeepL translated into 'dilakukan dengan sengaja dan disengaja', and in ChatGPT translated into different result 'dilakukan dengan sengaja dan dengan niat'. Those results show that same diction in sentence has different translated. ChatGPT resulting specific meaning, that differed from Google Translate and DeepL. It also show in sentences "kill, break". Google Translate translated into 'membunuh, mematahkan', DeepL translated into 'membunuh, mematahkan', and ChatGPT translated into '"membunuh" (kill), "menghancurkan" (break)'. Those translations are equivalent in meaning, but the problem that arises is acceptability of the dictions by user in translating sentences. This is interesting to be examined about the translation result by MT. This research is focused on the examining the result of three MTs (Google Translation, DeepL, and ChatGPT). Data source is collected on linguistic textbooks and analysed by two indicators, adequacy and fluency (Bhattacharyya, 2015, p. 30). In the end, the goal of this research is to find the comparison of MT result for translating textbook.

Literature Review
Machine Translation

Machine translation or MT is one of methods to translate from source language into target language. MT has been existence since the 1940's and continuous to develop in recent time (Bhattacharya, 2015, p. 01). MT is computer-based application in natural language processing (NLP). The components of MT operated by computer systems, and save a lot of words in any language. This system work by keyword system in source language into target language. This machine has word memory which is not comparable by human's capacity. This time, there are so many MT are recently used, such as Google Translate, DeepL, and ChatGPT. Those three of MT are recently used by people to translating in any language. Google translate and DeepL have same way to translate, by write the words/sentences in source language and instantly translate to target language. However, DeepL only translate word/sentences that contract from Google translate which can translate in any media such as picture, voice, or writing board (CNN Indonesia, 2022). Whereas, ChatGPT (Generative Pre-Training Transformer) is managed by Artificial Intellegence that raised in 2015. Contrastly with Google Translate and DeepL, ChatGPT work with QnA system. Users write the sentences in chat column, and system will answer the translation. This system is not only can translate language, but also can answer many questions beside to translate languages.

Linguistic Textbook

Textbook is a book that giving instruction in a subject used especially in school (Crowther, 1995). Textbook is given to students to facilitate the learning process. It also contains core and basic competency materials. Teacher usually use textbook in conventional class. The using of textbook are arranged by Indonesian Department of Educational in Permendiknas No 2 of 2008. Without textbook are considered more difficult than use the textbook in learning class. This statement made textbook is important to use.

Review of Previous Studies

Machine Translation (MT) used for translating from source language into target language. Sometimes, the results are not accurate to target language. It makes problem's research which is an interesting research to study. Some researches that discussed about MT have been research before. All of these previous researches are useful for this research. First, research from Nadhianti (2016) with the title "An Analysis of Accuracy Level of Google Translate in English-Bahasa Indonesia and Bahasa Indonesia-English Translations". This research is to investigating the accuracy level of Google Translate in English-Indonesia or Indonesia-English. The instruments that used are data cards and data sheet for accuracy of the result translation. The categories of accuracy showed from calculation of Google Translate. The result that show more than 50% is accurate, and inaccurate show less than 50%. The results

showed that Google Translate, both English-Indonesia or Indonesia-English translations are considered as inaccurate results. It based on the percentage that showed less than 50% (49.1% and 37.1%), which indicate four inaccuracy indicators (omission, addition, different meaning, and zero meaning). This research is useful for next research, to find the novelty of research based on machine translation. However, the next research is not just focus on Google Translate, but to examine and compare the result of another MT beside Google Translate.

Second, research from Sandra (2018) "From English to Indonesia: Translation Problems and Strategies of EFL Student Teachers-A Literature Review". The problems of this research are to articulate the problems of translating English to Indonesia, and its strategies of EFL students-teachers. Also, this research tried to emphasize and to convince why finding the problems and strategies of translation is very prominent to help the mapping in English Learning. This research used three concepts of translation's problems from Arnold (2008), and the strategies of translation by Hervey and Higgins (1986). The results showed that the problems in translating English-Indonesia or both, are ambiguity of function that not commonly into target language, the differences of structural and lexical between language, and the collocations. The strategies are to write just the way of its written from source language into target language, and customize some word into target language, that are not commonly in source language. This research contributed to understanding of translation method, but the research that conduct is to examine and find the differences of the result of MT.

Third, research from Sutrisno (2020) "The Accuracy and Shortcomings of Google Translate Translating English Sentences to Indonesia" is try to examine the accuracy of the result of Google Translate in translating English to Indonesia, in order to critically engage the complaints made by Google Translate. The data was assessed for accuracy using a table adapted from Memsource criteria. The original sentences and its translated were analysed using a sentences pair matrix to determine the result's error for improvement. The result showed that Google Translate is not only effective with words and phrases. On the contrary, Memsource showed 60.37% of the result on accuracy of English-Indonesia translation, which show the results was accurate. Those all of previous researches give the contribution in translation methods and practices in English-Indonesia and Indonesia-English. However, the goals of this research are to examine and compare the result of three MT (Google Translate, ChatGPT, and DeepL) in translating English-Indonesia.

Research Methodology

This study uses data from the results of translating linguistic textbooks using machine translation systems such as Google Translate, DeepL, and ChatGPT. The data was obtained by translating sentences from linguistic textbooks in English into Indonesian using Google Translate, DeepL, and ChatGPT. These three machine translation systems were selected due to the widespread usage of machine translation for language translation. This study focused in error analysis, adequacy, and fluency translation form Google Translate, DeepL, and ChatGPT. The data was collected through a verification method and comparing text. This methods where used to identify the data that not in accordance with English grammar to Indonesian. The data that found where contrasted and analysed based on the error founds. The verification method is supported with questionnaire to contrasting the result of translated language.

After the data were collected, descriptive-qualitative method were used to analyze the data with the application of Bhattacharyya (2015) theory of machine translation focused in adequacy and fluency. Bhattacharyya (2015) propose a theory of machine translation that have three paradigms: rule-based machine translation (RBMT), example-based machine translation (EBMT), and statistical machine translation (SMT). The differences between them are the way it handle analysis, transfer, and generation which a three fundamental processed in machine translation. RBMT focused in rules, SMT uses data like examples of parallel translation, and EBMT as the combination of both. Adequacy in machine translation is how the meaning of a

sentence is source language is equal to its target language (Bhattacharyya, 2015, p. 30). In machine translation it is called faithfulness in SMT. Fluency is how native speaker accept the translated sentence, it requires word choice, word order, and register (Bhattacharyya, 2015, p. 30).

This study also incorporated Error Analysis of Machine Translation by Vilar, et al. (2006). They found that evaluation on machine translation output still discussed by the community. They concerning to present a framework for human to analysing error of machine translation output. The error analysis were classified into four errors: word order, missing words, incorrect words, punctuation error, . Word order error is found when the machine translation cannot match we word order to target language. The missing word error is found when generating a translation, it is missing a word. Incorrect word error is found when the system can't found a correct translation. Punctuation error rarely found in machine translation (Vilar et al., 2006, p. 697).

Data analysis is conducted in several stages. Firstly, the translated sentences are identified according to the errors that occur using Error Analysis of Machine Translation by Vilar et al., (2006) the error analysis is contrasted by each MT with the same example form source language in linguistics text book. After identification, the data were analysed the adequacy and fluency in machine translation by Bhattacharyya (2015). The adequacy were analysed the similarity of each MT form source language to target language. Third, to verify the fluency, questionnaire is used as a validation form translated sentence. The analysis is presented in formal and informal method. The data were shown using numeric and table to see the differences of each MT. the description of adequacy analysis for each MT is presented in sentences.

Findings and Discussion

The analysis of result of machine translation in translating linguistic textbooks is based on Bhattacharyya's adequacy and fluency theories (2015) to evaluate the result. As mentioned in methodology, this study involved micro linguistic theories; therefore, to determine the most proper adequacy among the three machine translation tools chosen, the analysis of adequacy consisted integrated morpho-syntax and semantic theories. Furthermore, this study also applied the error taxonomy of machine translation output by Vilar et al. (2006). This study attempted to examine whether the tools are able to grammatically and semantically translate the linguistic textbooks without minimum error. In terms of fluency, as it relies on the judgement of humans, a questionnaire was given to linguistic students to assess the result of the translation.

Adequacy

Data 1

SL: In English and many other languages, it is possible to express an event in more than one way using the same words. For example, if one wanted to report the state of affairs in which a woman had used soap and water to make some clothes clean, one could say either **The woman washed the clothes** or **The clothes were washed by the woman**. In both sentences the woman is the doer of the action, the washer, and the clothes are the thing affected by the action, the washed (Van Valin, 2001, p. 22).

Google Translate: *Dalam bahasa Inggris dan banyak bahasa lainnya, dimungkinkan untuk mengungkapkan suatu peristiwa dengan lebih dari satu cara menggunakan kata-kata yang sama. Misalnya, jika seseorang ingin melaporkan keadaan di mana seorang wanita menggunakan sabun dan air untuk membersihkan pakaian, seseorang dapat mengatakan* **Wanita yang mencuci pakaian** *atau* **Pakaian yang dicuci oleh wanita**. *Dalam kedua kalimat tersebut wanita adalah pelaku perbuatan, pencuci, dan pakaian adalah benda yang terkena perbuatan, yang dicuci.*

DeepL: *Dalam bahasa Inggris dan banyak bahasa lainnya, kita dapat mengekspresikan sebuah peristiwa dengan lebih dari satu cara menggunakan kata-kata yang sama. Sebagai*

*contoh, jika seseorang ingin melaporkan keadaan di mana seorang wanita telah menggunakan sabun dan air untuk membuat beberapa pakaian bersih, kita dapat mengatakan **The woman washed the clothes** atau **The clothes were washed by the woman**. Pada kedua kalimat tersebut, wanita adalah pelaku tindakan, si pencuci, dan pakaian adalah sesuatu yang terkena dampak dari tindakan tersebut, yaitu yang dicuci.*

ChatGPT: *Dalam bahasa Inggris dan banyak bahasa lainnya, mungkin ada lebih dari satu cara untuk mengungkapkan suatu peristiwa menggunakan kata-kata yang sama. Sebagai contoh, jika seseorang ingin melaporkan keadaan di mana seorang wanita telah menggunakan sabun dan air untuk membersihkan pakaian, bisa dikatakan baik **"The woman washed the clothes"** atau **"The clothes were washed by the woman"**. Pada kedua kalimat tersebut, wanita adalah pelaku tindakan, yaitu yang mencuci, dan pakaian adalah benda yang terpengaruh oleh tindakan tersebut, yaitu yang dicuci.*

The data 1 demonstrates that three machine translation tools treat the source language text differently. The source language gives a mark of capitalized first letter of the examples as shown by the sentences in bold above. Perhaps for several students, this mark is sufficient to help the differentiate the examples and the rest of the texts. However, when looking at the way the machine translation tools translate the source text, each gives different treatment to the examples, yet ChatGPT gives more distinguished marker. Google Translate translated data 1 into Indonesian. DeepL did not translate the examples. ChatGPT maintained the source language for the examples and provided quotation marks, which the marks are not present originally in the source text; thus, the examples are discriminable from the other texts.

In terms of capturing the meaning of the examples, Google Translate changed the syntactic structure from a sentence to a noun phrase. The presence of the word *yang* in Indonesian translation creates the notion of noun phrase because it complements the head noun *wanita*. This affects the faithfulness of the source text, which can hamper the understanding of the students. DeepL and ChatGPT did not translate the examples into Indonesian; thus, the students need more effort to individually translate the example if they completely do not understand English. However, if the students have moderate English skills, the examples can be understood even though they are not translated.

Another interesting examination is that DeepL translated the source text in a more interactive manner as it used the pronoun *kita*, which creates a situation where the textbook includes the reader. The use of the pronoun also lessens the formality level of academic writings.

Data 2

SL: A patient argument is either in a state or condition or undergoes a change of state or condition, e.g. **The bird is dead** (state) versus **The bird died** (change of state) (Van Valin, 2001, p. 24).

Google Translate: *Argumen pasien baik dalam keadaan atau kondisi atau mengalami perubahan keadaan atau kondisi, mis. **Burung mati** (keadaan) versus **Burung mati** (perubahan keadaan).*

DeepL: *Argumen pasien berada dalam suatu keadaan atau kondisi atau mengalami perubahan keadaan atau kondisi, misalnya **Burung itu mati** (keadaan) versus **Burung itu mati** (perubahan keadaan).*

ChatGPT: *Argumen pasien dapat berada dalam keadaan atau kondisi tertentu atau mengalami perubahan keadaan atau kondisi, misalnya: **Burung tersebut dalam keadaan mati** (keadaan) versus **Burung tersebut telah mati** (perubahan keadaan).*

Data 2 exhibits the way the machine translation tools treat the source text. Apparently, ChatGPT can either maintain the source language or translate the source text into target language. However, there is a change in the way ChatGPT treated the examples, where in data

2, no quotation marks are given, but the function of the marks has been replaced by the word *misalnya* to stress examples. Looking at the result of the translation, Google Translate performed reduction of determiner, whereas DeepL kept the determiner *the* and translated it into *itu*, while ChatGPT provided a more extensive translation.

The examples being translated into Indonesian can make the information vogue because in Indonesian, to say an object is dead or died use the word *mati*. Therefore, the understanding of in a state and change of state mainly relies of the Indonesian students to process the logic. Both Google Translate and DeepL translated the examples of *the bird is dead* and *the bird died* in the same words. However, ChatGPT could clarify the notion of the two examples. Based on data 2, ChatGPT is able to understand the concepts of in a state and change of state; thus it provided better understanding of the materials. The translation *burung tersebut dalam keadaan mati* shows a concept of in a state. The addition of prepositional phrase *dalam keadaan* stresses that the example conveys about a condition of an object. The translation *burung tersebut telah mati* shows a concept of a change of state. The word *telah* creates a presupposition that the bird was alive previously and now is dead; therefore, it brings the information of changing condition.

Data 3

SL: In the first sentence, the **NP** referring to the doer of the action is the subject and the **NP** referring to the thing affected is the direct object, while in the second the **NP** referring to the thing affected is the subject and the **NP** referring to the doer of the action is the object of the preposition by. This contrast is captured in the notion of **'voice'**: the first sentence is in active **voice**, while the second is in passive **voice** (Van Valin, 2001, p. 22).

Google Translate: *Pada kalimat pertama, **NP** yang merujuk pada pelaku tindakan adalah subjek dan **NP** yang merujuk pada hal yang terkena adalah objek langsung, sedangkan pada kalimat kedua **NP** yang merujuk pada hal yang terpengaruh adalah subjek dan **NP** yang merujuk. kepada pelaku tindakan adalah objek dari preposisi oleh. Kontras ini ditangkap dalam pengertian '**suara**': kalimat pertama dengan **suara** aktif, sedangkan kalimat kedua dengan **suara** pasif.*

DeepL: *Pada kalimat pertama, **NP** yang merujuk pada pelaku tindakan adalah subjek dan **NP** yang merujuk pada hal yang terkena dampak adalah objek langsung, sedangkan pada kalimat kedua, **NP** yang merujuk pada hal yang terkena dampak adalah subjek dan **NP** yang merujuk pada pelaku tindakan adalah objek dari kata depan oleh. Kontras ini ditangkap dalam pengertian '**suara**': kalimat pertama menggunakan kalimat aktif, sedangkan kalimat kedua menggunakan kalimat pasif.*

ChatGPT: *Pada kalimat pertama, **frasa benda** yang mengacu pada pelaku tindakan adalah subjek dan **frasa benda** yang mengacu pada benda yang terpengaruh adalah objek langsung, sedangkan pada kalimat kedua, **frasa benda** yang mengacu pada benda yang terpengaruh adalah subjek dan **frasa benda** yang mengacu pada pelaku tindakan adalah objek dari kata depan "by". Perbedaan ini tercakup dalam konsep '**suara' (voice**): kalimat pertama menggunakan **suara** aktif (active **voice**), sementara kalimat kedua menggunakan **suara** pasif (passive **voice**).*

Data 3 shows that ChatGPT is able to acknowledge the abbreviation of NP, which stands for noun phrase; thus, it correctly translated the abbreviation into *frasa benda*. Furthermore, ChatGPT maintained the technical term of *voice*, although it attempted to translate the term, but the result is wrong. It is true that the word *voice* is *suara* in Indonesian; however, the translation is not suitable for the context of syntax. The word *voice* has the equivalent of *diatesis* in Indonesian, which derived from the term *diathesis* that is similar to the term *voice*. The way ChaGPT maintained the term makes up with the mistranslation. Different with Google Translate and DeepL where they maintained the abbreviation and translated the term *voice*, ChatGPT can give better understanding to the concept of syntax and the term used in English to discuss syntax.

Looking at the choice of words, apparently ChatGPT is outdated because it uses the word *benda* to make a phrase of *frasa benda* and *the* phrase *kata depan* as the translation of preposition, rather than using the word *nomina* to make *frasa nomina* and *preposisi* to replace *kata depan.* However, all terms are acceptable because they carry the same information, but it is better to acknowledge more sophisticated terms for university students.

Data 4

SL: Patient arguments typically occur with verbs like kill**, smash, break, crush,** wash**,** and **destroy**, while themes typically occur with verbs like put, place, give, send, and buy. The role of Dana in Chris gave the notebook to Dana is recipient. Recipient arguments can appear syntactically as an indirect object, as in this sentence, or as a subject, in a sentence like Sandy received the message from Kim (Van Valin, 2001, p. 24).

Google Translate: Argumen pasien biasanya muncul dengan kata kerja seperti bunuh**, hancurkan, hancurkan, hancurkan,** cuci**,** dan **hancurkan,** sedangkan tema biasanya muncul dengan kata kerja seperti letakkan, tempatkan, berikan, kirim, dan beli. Peran Dana dalam Chris memberikan notebook kepada Dana adalah penerima. Argumen penerima dapat muncul secara sintaksis sebagai objek tidak langsung, seperti dalam kalimat ini, atau sebagai subjek, dalam kalimat seperti Sandy menerima pesan dari Kim.

DeepL: Argumen pasien biasanya muncul dengan kata kerja seperti membunuh**, menghancurkan, mematahkan, menghancurkan,** mencuci**,** dan **menghancurkan**, sementara tema biasanya muncul dengan kata kerja seperti meletakkan, menempatkan, memberi, mengirim, dan membeli. Peran Dana dalam kalimat Chris memberikan buku catatan kepada Dana adalah penerima. Argumen penerima dapat muncul secara sintaksis sebagai objek tidak langsung, seperti dalam kalimat ini, atau sebagai subjek, dalam kalimat seperti Sandy menerima pesan dari Kim.

ChatGPT: Argumen pasien umumnya muncul dengan kata kerja seperti membunuh**, memecahkan, menghancurkan,** mencuci**,** dan **merusak**, sedangkan tema umumnya muncul dengan kata kerja seperti meletakkan, menempatkan, memberi, mengirim, dan membeli. Peran Dana dalam kalimat "Chris memberi buku catatan kepada Dana" adalah penerima. Argumen penerima dapat muncul secara sintaksis sebagai objek tidak langsung, seperti dalam kalimat ini, atau sebagai subjek, dalam kalimat seperti "Sandy menerima pesan dari Kim".

Words in bold in data 4 above are synonymous. Based on Oxford Advanced Learners Dictionary, the word *smash* means to break something violently and noisily into many pieces; the words *break* means to damage or separate into two or more parts as a result of force; the word *crush* means to break something into small pieces by pressing hard; and the word *destroy* means to damage something so badly. The meanings of the four words above are similar, which to break or to damage. Each machine translation tool translated the synonymous words differently.

Google Translate was not able to distinguish the four words as it translated them into the same Indonesian equivalence, which is *hancurkan*. In Indonesian dictionary, *Kamus Besar Bahasa Indonesia,* the meaning of *hancurkan* is to make something broken. The translation is acceptable, but because it is not able to provide the translation for the other words, it does not contribute well to the understanding of the examples in the material.

DeepL performed better than Google Translate as it provided more varied translations. Although the Indonesian translation *menghancurkan* occurred thrice, DeepL was able to differentiate to at least capture the details of one of the synonymous words. Based on the sequence, the word *break* was translated into *mematahkan*, whereas the other words were translated into *menghancurkan*.

ChatGPT performed very well compared to the previous two tools. It was able to provide discriminable synonymous words on the Indonesian translation. Although it had error of missing word as the Indonesian translation only had three words instead of four like the source text, the error can be considered minor. Based on the word order, the word *smash* was translated

into *memecahkan,* the words *break* and *crush* were translated into *menghancurkan*, and the word *destroy* was translated into *merusak.* The translation is acceptable because it captures the meanings of the source text.

Furthermore, Google Translate apparently encountered an error of unknown word shown by the word *notebook* because it is not translated. The other tools were able to translate it. This shows a prediction that perhaps in other texts, Google Translate may not be able to translate certain ordinary word in a quite long text.

Data 5

SL:	a John gave **Mary his old radio**.
	b John gave **his old radio to Mary**. (Kroeger, 2005, p. 61)
Google Translate:	a. John memberi **Mary radio lamanya**.
	b. Yohanes memberikan **radio lamanya kepada Maria**.
DeepL:	a. John memberikan **radio lamanya kepada Mary**.
	b. Yohanes memberikan **radio lamanya kepada Mary**.
ChatGPT:	a. John memberikan **Mary radio lamanya**.
	b. John memberikan **radio lamanya kepada Mary**.

In syntax, word order in a sentence is very vital because specific position denotes a specific function, such as primary and secondary object. The data 5 above differentiates the presence of primary and secondary objects, in (a), and direct and indirect objects, in (b). The meaning of the examples (a) and (b) is the same. However, sentence structure is significant to be retained in the target translation in order to match the materials.

Google Translate was able to maintain the source sentence structure as observed in the Indonesian translation. This denotes that Google Translate may prioritize form-based translation. ChatGPT also translated the source text based on the sentence structure. Therefore, ChatGPT and Google Translate, from the translation of data 5, can help students in understanding the concept of primary-secondary and direct-indirect objects. However, there is an inconsistency in the result of Google Translate in translating names.

DeepL, on the other hand, was not able to distinguish the different sentence structure. It translated the source text based on the meaning; therefore, it denotes that DeepL may focus more on meaning-based translation. Thus, DeepL cannot help students to understand the material.

Data 6

SL: The following example from **Votic** (Russia) illustrates one way in which the account of **phonological alternations** can be made tractable by analyzing the alternations in terms of the interaction between independent phonological processes. In these examples, [ɫ] represents a velarized l. (Odden, 2005, p. 100).

Google Translate: *Contoh berikut dari **Votic** (Rusia) mengilustrasikan satu cara di mana penjelasan **pergantian fonologis** dapat dibuat dapat ditelusuri dengan menganalisis pergantian tersebut dalam kaitannya dengan interaksi antara proses-proses fonologis independen. Dalam contoh ini, [ɫ] merepresentasikan l yang divelarisasi.*

DeepL: *Contoh berikut dari **Votic** (Rusia) mengilustrasikan salah satu cara di mana penjelasan tentang **pergantian fonologis** dapat dibuat mudah dipahami dengan menganalisis pergantian dalam hal interaksi antara proses fonologis yang independen. Dalam contoh ini, [ɫ] mewakili l yang divelariasikan.*

ChatGPT: *Contoh berikut dari bahasa **Votik** (Rusia) menggambarkan salah satu cara di mana analisis **alternasi fonologis** dapat diatasi dengan menganalisis alternasi tersebut dalam hubungan antara proses fonologis independen. Dalam contoh-contoh ini, [ɫ] mewakili sebuah konsonan l yang tervelarisasi.*

Data 6 above demonstrates that ChatGPT was able to translate unstranslated word in Google Translate and DeepL. The language of Votic is a name of language in Russia. Although it is a name, the word is still able to be translated to Indonesian. Several English words that ends in *-ic* are translated to Indonesian as words end with *-ik*, such as *authentic-otentik, aesthestic-estetik, lyric-lirik, characteristic-karakteristik,* and *linguistic-linguistik.* Therefore, the name Votic can be adjusted to Indonesian translation to match the natural pronunciation in Indonesia, which is *Votik* as ChatGPT translated. Google Translate and DeepL were not able to translate the name Votic. They maintained the source text.

Furthermore, data 6 also shows that ChatGPT has better word choice in translating specific phonological term. The phrase in bold *phonological alternation* is translated into *alternasi fonologis*. This choice of words is acceptable because it uses naturalized borrowing. The translated phrase is also searchable when searched in Google. In contrast to ChatGPT, Google Translate and DeepL translated the phrase into *pergantian fonologis,* which are considered foreign because no articles in Google use the term *pergantian fonologis*. Therefore, it can misdirect the students to understand the term. Although *pergantian* and *alternasi* have similar meaning, the word chosen by Google Translate and DeepL is not suitable.

In the translation from DeepL, it is found a missing alphabet that results into incorrect word shown by the word *divelariasikan*. The word is translated from the source word *velarized.* The word is supposed to be translated into *divelarisasi* or *tervelarisasi,* yet DeepL translation misses the the first letter "s".

Fluency

The analysis of adequacy above shows that ChatGPT performs better than Google Translate and DeepL from the perspective of linguistic. In order to strengthen the analysis that ChatGPT is truly better in translation, a questionnaire was given to the linguistic students of Udayana University. They were required to give value to the five-point scales for fluency and adequacy rating provided by Bhattacharyya (2015). The overall result and each result of each tool can be seen below.

Table 1. Fluency Score for Google Translation

| Respondent | Google Translate | | | | | | Average |
| | Score | | | | | | |
	Data 1	Data 2	Data 3	Data 4	Data 5	Data 6	
Student 1	5	3	3	2	5	4	3,7
Student 2	5	4	4	2	4	4	3,8
Student 3	5	4	4	3	5	4	4,2
Student 4	5	4	3	2	4	4	3,7
Student 5	5	4	4	3	5	4	4,2
Total Score							3,9

Table 1 shows how the students rate the result of Google Translation. Mostly, they gave fair to good score to the result, excluding to data 4. They also explained that Google Translation translated the materials quite well; thus, the materials are able to be understood. However, in technical terms, Google Translate make the students cannot recognize the term of the concept. Therefore, the result of Google Translate shows a value of 3,9 meaning that the translation is non-native with possibly a few minor errors.

Table 2. Fluency Score for DeepL

Respondent	DeepL						Average
	Score						
	Data 1	Data 2	Data 3	Data 4	Data 5	Data 6	
Student 1	5	4	4	3	3	4	3,8
Student 2	5	3	4	3	4	4	3,8
Student 3	3	4	4	5	3	4	3,8
Student 4	5	4	4	3	3	4	3,8
Student 5	3	4	4	5	3	4	3,8
Total Score							3,8

Table 2 shows the score for the result of DeepL. According to the respondents, DeepL is not able to capture the materials well because there are errors in sentences or terms. DeepL also makes the translation less formal, which is not suitable for academic textbooks. The score for DeepL is very close to Google Translate's, which means that DeepL is considered non-native with minor errors present in the result of translation.

Table 3. Fluency Score for ChatGPT

Respondent	ChatGPT						Average
	Score						
	Data 1	Data 2	Data 3	Data 4	Data 5	Data 6	
Student 1	5	5	5	5	5	5	5,0
Student 2	5	5	5	5	5	5	5,0
Student 3	4	5	5	5	5	5	4,8
Student 4	5	5	5	5	5	5	5,0
Student 5	4	5	5	5	5	5	4,8
Total Score							4,9

Table 3 shows the result of ChatGPT translation. Based on the students' opinion, the translation result of the ChatGPT is more natural and able to translate the materials very well. Although there is error in certain term, such as in Data 3 for *voice*, it already makes up its error by retaining the source text; therefore, the students understand the term. Furthermore, the translation by ChatGPT can provide a more accurate information about concepts. The students gave almost a perfect score to the result of ChatGPT, which is 4,9 that indicates good.

Table 4. Fluency Score for All Machine Translation Tools

Machine Translation	Score
Google Translation	3,9
DeepL	3,8
ChatGPT	4,9

Table 4 shows that the score comparison of the three machine translation tools. It is known that ChatGPT performs better as the score is the highest. Based on the result, ChatGPT can help the students better to understand the materials provided in linguistic textbooks.

Conclusion

After examining the result of three machine translation tools, namely Google Translate, DeepL, and ChatGPT, there are several distinctions found that lead ChatGPT as the best

machine translation among the three. Google Translate and DeepL are quite good for translating materials, however, ChatGPT advances in terms of capturing the core of the materials. ChatGPT is able to differentiate examples, clarify examples, acknowledge abbreviation, maintain technical terms, discriminate synonymous words, discriminate sentence structure with the same information, translate untranslated words, and provide suitable word choice. ChatGPT also receives the highest score compared to the other two by the linguistic students as respondents. The score indicates that ChatGPT performs translation task better than Google Translation and DeepL.

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LITERATURE REVIEW: THE ROLE OF LEARNING MEDIA IN INCREASING STUDENTS' MOTIVATION

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Abstract
The low learning motivation of students can affect the learning process. Students' participation in the learning process is very important to provide the students' experience. Some efforts to involve students in learning are made by teachers, one of which is by utilizing the use of learning media. Learning media plays an important part in the learning activity. Thus, a teacher needs to know more about the role of learning media in increasing students' learning motivation so they can start to use learning media in their learning design. The purpose of this research is to see the role of learning media in increasing the student's learning motivation. This research uses library research method by reviewing several journals to find out more about the role of learning media and student's learning motivation. It is hoped that teacher who is still hesitant to implement learning media in the class can start considering using it. The result of this research shows that learning media can increase learning motivation. The attractive appearances of learning media, various features, and the use of time can increase the student's attention span and encourage them to be involved in learning activities.
Keywords: learning media, learning motivation, learning, student

Introduction

Education is the process of guiding someone through a process, teaching, and training effort to achieve an expected goal. According to GBHN 1973, education is a conscious effort to develop the personality and capability of students both inside and outside school. Moreover, education always undergoes frequent changes with time. Changes in education can be seen from various aspects, namely the quality of education, curriculum development, strategy, method, facility, and education management. These changes are the manifestation of efforts to improve the quality of Indonesian education. The success of education will be judged by the quality of teaching and learning (Susanti et al., 2022). The goal of education is to empower the next generation to take on obstacles, overcome them, and participate in a global society (Santosa, 2021). Education will certainly determine the quality of human resources. According to UU No. 20 Tahun 2003, concerning the National Education System chapter 1 article 1, states that learning is the process of interaction between teachers and students as well as the learning resources in a learning environment. Thus, the student's involvement should be dominant in the learning process. Qualified learning is reflected by the presence of a learning environment that allows students to have control over the fulfillment of their emotional needs, make choices that allow them to be physically, emotionally, and mentally involved in the learning process, as well as the environment that gives flexibility in determining learning choices based on their capabilities and interests (Ismaniati, 2010).

The New Paradigm Curriculum emphasizes students as the subject and center of learning. It is different from the traditional method of teaching in which teachers become the sole source of knowledge and have full control over the learning environment. The New Paradigm Curriculum strives to provide students with a more meaningful and relevant learning experience. The learning is no longer focused on teacher (teacher-centered) but switched to students (student-centered) where teachers act as facilitators in preparing learning sources and learning media. Moreover, according to Zarouk, students are expected to actively participate, always be challenged to have critical power, and be able to solve their problems through the use of student-centered learning (Santosa, 2021). Besides being facilitators, teachers also act as motivators who seek to influence students to carry out learning activities (Febrita & Ulfah, 2019). In the teaching and learning process, innovative learning is required. Innovative learning

is thought to increase students' engagement and enthusiasm in the classroom learning process (Susanti et al., 2022). Apart from providing influence and guidance, teachers need to make 2(two) main efforts, namely strengthening student motivation and selecting the appropriate learning strategy. In line with selecting the learning strategy, teachers need to choose the right learning media which is adjusted to the material. The use of learning media is not only useful for delivering material but also for increasing motivation and providing stimulation to students in learning activities. According to Wiratmojo and Hardjo cited by (Ismanianti, 2010) said that the use of learning media in teaching orientation can help in the efficiency of the learning process and the delivery of lesson content. Nowadays, there are many kinds of learning media available. Teachers need to be observant in choosing the learning media to be used. Research should be done as the first step in selecting the appropriate learning media. Each kind of learning media has specific characteristics that teachers need to understand so that they can eventually choose the media that suits the needs and conditions in the classroom.

The efforts of improving the quality of education can be achieved by utilizing the use of technology in education and the learning process. Technology is nearly used by all people at present, especially the Z generation or commonly called the millennial generation. The technology used alters the daily lives of Gen Z because they are raised as digital users in the areas of economy, social interaction, lifestyle, and education (Dhamayanti, 2021). In education, the learning process will be effective if it is supported by the proper media. The availability of media is necessary to support the potential development of students. Therefore, the development of student's potential can be stimulated with the use of media or facilities that support the interaction process in learning. The purpose of learning media is to provide stimulation thereby broadening the understanding of learning materials (Gaol & Sitepu, 2020) This learning stimulation can provide learning motivation for students as they gain new experiences and can understand the material. Through learning motivation, students will have the urge to engage in the ongoing learning process (Puspitarini & Hanif, 2019). The concept of *gamification* can be used to boost students' motivation and participation in learning activities. Learning media, such as *Quizizz, Kahoot, and Wordwall*, invent some elements of game. The researcher analyzes some articles related to the use of learning media and the students' motivation. (Solikah et al., 2020) did research on the influence of *Quizizz* on students' motivation and learning outcomes. The study shows that the use of *Quizizz* provides a new atmosphere, makes it easier for students to understand learning material, and there are several features that make students' motivation increase. It is in line with (Sinaga et al., 2022) who stated that by using *Kahoot*, students and teachers will get a new experience in learning activities. In addition, *Kahoot* can increase students' learning motivation which will affect their learning outcomes. The use of *Wordwall* contributes in increasing motivation to learn which is shown by the enthusiasm of students in working on the presented problems (Nabilah et al., 2023) Not only using game-based media, but teachers can also use audio-visual media to attract students' attention in class. The features inside *PowToon*, namely text, audio, animation, cute image, and varied template, help teachers to be creative and innovative as well as boost students' learning motivation (Silvia Anita & Kardena, 2021).

The use of learning media is one of the external factors that contribute in increasing students' learning motivation. Introducing relevant and new content or interactive media can stimulate students from the inside. If the students have no motivation in learning, there is no assurance for the teacher in the success of their learning (Saptono, 2016). The success of one's learning can be achieved if there is a will or encouragement to learn in him. Learning media is an instrument used to convey information to stimulate students to learn. It is hoped that the learning process will be much easier for students and teachers since the media can overcome the limitations of space and time in learning. The focus of this research is to analyze the role of learning media in increasing students' learning motivation by reviewing several journals as data

sources. The limitation of this research is only focused on the use of learning media, such as *Quizizz, Kahoot, Wordwall, and PowToon*, in increasing students' motivation.

Method

The research method used in this study is library research. This research relies on library materials. The data is collected from various sources like articles, journals, previous research results, and books to write a paper. In addition, the researcher also collects data from the Internet to support the topic of research discussion. This study relies on library sources to answer problems regarding the role of learning media to increase students' learning motivation.

Findings and Discussions

The Importance of Motivation in Learning

According to Ahmad Susanto, in the book *Belajar dan Pembelajaran*, learning activity is an activity that tends to be more dominant in students, while teaching activity is instructionally carried out by teacher (Setiawan, 2017). Djamaluddin & Wardana (2019) said that learning is a process of interaction between students and teachers as well as learning resources in a learning environment. This means that learning is a process to help students to learn well. Learning is a system that aims to help the students' learning process which contains a series of events designed in such a way as to influence and support the students' internal learning process. Moreover, Slameto, cited by (Rohani, 2019), mentioned some changes in learning, namely:

a) Learning is conscious and deliberate
   Students realize that they are doing learning activities and that there are changes within themselves as a result of learning;

b) Continuous changes
   Knowledge and skills gained as a result of learning are a continuous process of previous learning activities. Furthermore, this knowledge and skills will also be useful as a basis for the next learning process;

c) Positive changes
   The changes obtained show improvement;

d) Active changes
   Individuals engaged in learning activities actively strive to make improvements by actively reading, looking for additional information, or other activities that support the learning process;

e) Functional changes
   The behavioral changes obtained can be used for the individual's benefit both for present and future needs;

f) Purposed and directed changes
   Individuals who engage in learning activities have goals to achieve, either short-term, medium-term, or long-term goals;

g) Whole behavior changes
   Behavioral changes from learning are not only indicated by the gaining of knowledge but also by the improvement of attitudes and skills;

h) Permanent changes
   Behavioral changes obtained from the learning process are permanent and become an inherent part of the individual.

To ensure that learning activities occur as planned, motivation is required to boost students' interest in learning. The learning motivation of each student or individual must be different. Motivation is the spirit of a person to act in order to achieve certain goals (Lestari & Masitah, 2022). Moreover, motivation is seen as a phenomenon involved in the stimulation of

action to do certain things or to achieve certain goals. According to Hamalik, cited by (Lestari & Masitah, 2022), said that there are three functions of motivation, namely:

a) Encourage the emergence of action or desire. Without motivation, there will be no action or desire to learn;
b) Serve as a guide that directs action in achieving the desired goal;
c) Serve as a trigger. The amount of motivation can affect the pace of an action or learning process.

Furthermore, according to Wina Sanjaya, motivation has 2 (two) functions in learning, i.e. encouraging the students to be active and as a guide in achieving predetermined goals (Emda, 2017). The learning process can be said to be successful if students have the motivation in learning. Therefore, one of the factors that affects the achievement of students is their motivation to learn. The traditional method of teaching sometimes makes the elements of motivation forgotten for teachers in learning (Emda, 2017). This condition is certainly not favorable because students cannot learn optimally, causing the achievement of learning outcomes to be less than optimal. Therefore, New Paradigm Curriculum emphasizes learning motivation as one of the factors that can improve students' learning outcomes (Emda, 2017). Motivation is defined as a psychological stimulus that can drive and direct human behavior, including learning behavior (Febrita & Ulfah, 2019). However, students' motivation sometimes can be inconsistent. The decline in motivation or the lack of learning motivation can weaken activities, resulting in lower learning achievement. Therefore, students' learning achievement needs to be strengthened continuously. This is to ensure that students who have strong learning motivation can achieve optimal learning outcomes.

Cited in the book *Belajar dan Pembelajaran* by (Setiawan, 2017: 31-32), learning motivation is an impulse that comes from within (intrinsic) or from outside (extrinsic), which encourages a person to act to achieve goals, namely getting the best learning results. Hamalik, cited by (Emda, 2017), said that several factors can affect motivation, such as:

a) Students' awareness of their needs which stimulates behavior and consciousness of the learning objectives to be achieved;
b) Teachers' involvement in the classroom can stimulate students to aim for clear goals;
c) The role of group activities can also stimulate intrinsic motivation in which students have willingness to learn;
d) A pleasant classroom condition that gives learners the space to be active can stimulate intrinsic motivation rather than a classroom full of one-sided rules and pressure.

Motivation and learning are closely related because motivation promotes better learning outcomes. Both teachers and students need motivation. For students, motivation shows the strength of learning, the direction of learning activities, the improvement of learning enthusiasm, and the presence of a continuous learning process. Meanwhile, for teachers, motivation boosts students' enthusiasm, allows them to understand the students' motivation, understands the teachers' role in learning, and provides opportunities for teachers to show their skills. Motivation is a series of efforts to promote certain conditions to make people willing to do something. However, if the condition is not suitable or unpleasant for them, then they will try to eliminate or avoid it rather than embrace it (Emda, 2017). Therefore, teachers need to be able to provide pleasant learning conditions so students are willing to learn.

The Use of Learning Media

It is impossible to separate technology from learning media for teaching-learning processes. Employing technology as a learning media provides students with a useful way to get information and resources from the teacher. Moreover, technology can also make teachers more creative in their use of ICT (Information and Communication Technology) in order to make it easier for students to understand the teachers' content (Dhamayanti, 2021). There is a very significant interaction between the media and the learning process in order to successfully and efficiently create learning environments (Susanti et al., 2022). An unpleasant learning

process can make students bored and have no interest in the learning activity. Information can be made more appealing through the media. It is easy to process pictures and actual objects to capture children's attention (Rahmi et al., 2014). Learning media that is easy to make and use will be needed by teachers (Rindiantika, 2022). Media are considered to be the means of communication that convey messages with a teacher's purpose or objective such as to facilitate communications (Rahmi et al., 2014). Moreover, media are the instruments for teaching and learning, everything that may be used to enhance students' minds, feelings, attention, or skills to help them learn (Andriani, 2022). Thus, teachers' roles are not only to deliver the material but also able to utilize technology as a learning medium. (Suryadi, 2020) stated that media is any type of tool used in the process of distributing or delivering information. Furthermore, media can be interpreted as a tool that can be used by teachers in achieving learning objectives. Learning media contains material as a component of learning resources that can assist students in learning and motivate students to learn.

As technology continues to advance, it also affects the development of learning media. The selection of media to be used for the learning process is a crucial stage in education design (Andriani, 2022). Each learning media has its characteristic that can be adjusted according to the learning needs and situation. During the learning orientation phase, the use of learning media will greatly assist the learning process and the delivery of material and content (Alfansyur & Mariyani, 2019). Teachers must have a certain ability and skill in choosing and using media effectively and efficiently so that it can provide a pleasant learning process for students and increase learning motivation. Teachers go through three phases in using media, namely:

a) Preparation

Analyzing the learning curriculum, acknowledging the types of students, matching the basic competence with appropriate media, preparing the media, and bringing the media to class;

b) Core activity

Preparing for students' questions about media, creating student-centered learning process while using media, as well as taking notes on students' interaction and cognitive-affective psychomotor of using media;

c) Closing

Summarising the use of media, emphasizing the moral value of using media, and giving assignments (Rahmi et al., 2014).

Furthermore, Sudjana, cited by (Alfansyur & Mariyani, 2019), mentioned there are several principles that teachers need to pay attention to in choosing and using learning media, such as:

a) Choose the type of media accurately

Teachers must choose the media that is most suitable to the teaching objectives and materials to be taught;

b) Determine the subject being taught

The teachers need to consider whether the use of the media is in accordance with the students' competencies;

c) Present the media appropriately

The use of media in learning must be in accordance with the learning objectives, materials, method, times, and facilities;

d) Display the media at the right time, place, and situation

This means when and where the media is used for teaching.

Learning media is anything that people use to convey messages and serve as part of learning resources in the students' environment (Rindiantika, 2022). According to Ruis et al., there are some benefits to using media for teaching and learning, namely: a) to raise students' motivation; b) to keep students from boredom; c) to make it easier for the students to understand what is being taught; d) to make the teaching-learning process more systematic; e) to achieve

the learning objectives (Rahmi et al., 2014). Learning media can also help the teaching and learning process as well as encourage students to learn. (Rahmi et al., 2014) mentioned that teachers should be using media for teaching-learning activities because of: a) the lack of learning experiences for students can be resolved by means of the media; b) media can reach everything outside of the class; c) the possibility of direct interaction between students and their environment is created through media; d) the students' observations may be directed to the important things as defined by their teacher through media; e) media can be kept the basic, concrete, and real concepts of the teaching; f) the use of media in learning arouses the students' motivation; g) experience from concrete things to abstract ones is integrated into media.

The concept of *gamification* can be used by teachers in the classroom. Werbach stated that *gamification* refers to the use of game elements and game design techniques in non-game contexts (Zarzycka-Piskorz, 2023). It is not a pure game, all it does is use the elements of a game to make something that looks like a game. The elements of game that can be used are achievements, avatars, badges, boss fights, collections, combat, content unlocking, gifting, leader boards, levels, points, quests, social graphs, teams, and virtual goods (Werbach & Hunter, 2017). *Gamification* is used for several educational aspects such as teaching and evaluation (Pitoyo et al., 2019). Learning media, such as *Quizizz, Kahoot, and Wordwall*, invent some elements of game. Moreover, these media can be used as tools in conducting pre-test, post-test, material delivery, remedial, enrichment, and others. *Quizizz* offers a wide range of questions or references that can be used by other users according to their needs, but they can also create their own questions (Sitorus et al., 2022). Users can add images and videos to questions, the form of questions can be essay, multiple choice, polls, or even questions with answers in the form of images. Moreover, (Alfansyur & Mariyani, 2019) mentioned that *Kahoot* can be used to evaluate students' learning outcomes, review the subject matter, and encourage students to participate in group or individual discussions. These learning media offer challenging learning and their interactive interface is equipped with interesting sounds and colors, which can stimulate students' enthusiasm for learning. Another learning media, namely *Wordwall*, as a quiz-based game application serves a wide range of templates, such as matching, finding the match, quiz, anagrams, crosswords, maze chase, flashcards, matching pairs, word search, and others, expected to design a pleasant learning atmosphere and overcome the boredom felt by students during the learning activity, while still considering the achievement of the learning objectives (Khoriyah & Muhid, 2022).

The use of audio-visual media can make the teaching-learning process more interactive. Ziden & Rahman stated that the addition of audio or visual components to a learning experience not only enhances the achievement of knowledge acquisition but also improves students' engagement, which would stimulate students' interest and participation (Kanellopoulou et al., 2021). Increasing the student's attention span, as well as introducing interactive features to a traditional classroom or lesson is one of the main advantages of visual and audio stimulation. Moreover (Kanellopoulou et al., 2021) stated that visual stimuli may be used to bridge the language gap and provide information without the use of the written word and audio stimuli may be used to introduce the student to the native use and sound of the spoken word. In this way, students do not only have to consume media to learn but are also expected to participate in a creative process through the use of such media. (Laksmi, 2021) mentioned that the use of *PowToon* (animation-video media) can keep students close to real situations where learning concurrently involves listening, watching, reflecting, doing, and participating. *PowToon* prepares to promote the ability of high-order thinking such as reasoning, summarising, and critical thinking, which are fundamental skills for 21st-century global education (Yuliani & Hartanto, 2021). By using audio-visual media, teachers are able to give an illustrative example of a certain condition by visualizing it. This audio-visual media contains an interactive animated image and a sound display relevant to the topic (Nur Aprianto et al., 2021).

The Effectiveness of Using Learning Media in Increasing Motivation

The purpose of learning is to achieve success which is shown by good achievement (Emda, 2017). To achieve good learning outcomes, the role of a teacher is important in stimulating students' learning motivation. Learning media can help students participate more actively in the learning process. The use of learning media can be used by teachers in introducing the material or broadening students' insights about the material to be learned. At the end of the activity, teachers can also use the media to assess students' understanding of the material. Teachers need to use interactive media that can make students not realize that they are learning while playing (Solikah et al., 2020). However, the principles of effective, practical, and fun must be a reference in selecting learning media (Rindiantika, 2022). If the use of media turns out to cause difficulties and adds a burden to the material and time, then its presence will be useless. Learning media must be adapted to the conditions and needs of students. To find out about the role of learning media in increasing students' motivation, the researcher reviews several articles and journals that support this statement. (Solikah et al., 2020) conducted research about the use of *Quizizz* (game-based media) in her learning activity and used the technique of distributing questionnaires at the beginning and the end of the meeting to analyze the students' motivation before and after using this media. The ARCS (Attention, Relevance, Confidence, and Satisfaction) model by John Keller is used as a reference for measuring students' motivation. The study shows that there are changes in students' motivation before and after the implementation of *Quizizz*, namely Attention: 78,21% to 89,64, Relevance: 77,38% to 89,28%, Confidence: 59,28% to 85,95%, and Satisfaction 77,67% to 87,14%. The results of interviews with several students show that their motivation increased after using *Quizizz* as a learning media. This is because students feel challenged to get the best score on the quiz and compete with friends, and also the quiz helps them understand the material. However, there are some students who are not satisfied with the implementation of *Quizizz* due to an unstable Internet network so this affects the students' speed in answering questions. (Solikah et al., 2020) explained that knowing the learning objectives, the connection between the material and life, and the use of learning media are some of the factors that can affect changes in students' learning motivation. It is supported by the research conducted by (Dhamayanti, 2021) which is shown that 19,8 % of students strongly agree and 57,5% of students agree that they feel motivated by using *Quizizz*. The features of *Quizizz* indeed help to boost students' enthusiasm during learning activities and they do not feel bored during the lesson. Teachers are greatly helped by the presence of learning media in the form of game-based quiz because *Quizizz* allows students to learn while playing.

Several ways can be done to stimulate students' interest in learning, namely connecting the lessons with the students' needs, adapting material with the students' experiences and competence, as well as using various learning models and strategies (Emda, 2017). Furthermore, it is important to create a pleasant learning atmosphere. The use of suitable learning media can certainly liven up the classroom atmosphere. Besides *Quizizz*, there is another learning media, *Kahoot*, that is designed like a game. The use of a time limit triggers students to think quickly and precisely in solving problems. The attractive theme and appearance can increase students' interest in the learning activity. It is hoped that students will more easily memorize the material by using this game-based learning media. It is shown in the research conducted by (Sinaga et al., 2022) which analyzes the use of *Kahoot* in their learning process. In line with Solikah, the researchers also used a questionnaire to find out the changes in students' motivation before and after using this media. This study shows that there is an increase in the students' motivation from 82,04% to 94,04%. The implementation of interactive learning media can help students learn well. Uno, cited by (Sinaga et al., 2022), mentioned that the indicators of learning motivation are the desire to succeed, recognition for learning, interesting activities during the learning process, and a pleasant learning environment. (Zarzycka-Piskorz, 2023) explained the use of *Kahoot* can motivate students in learning

grammar. The data from the research shows that 68% of students thought that *Kahoot* is fun and 67% of students feel positive when the teacher implements this game-based media in the learning activity. Moreover, 70% of students feel motivated to learn grammar after they use *Kahoot*. (Zarzycka-Piskorz, 2023) said that games are fun, but they must not just be connected to something less serious. Having fun with someone else is easy and enjoyable. This game-based media can liven up the mood of the class and motivate students to do the assignment.

The success of the learning process is not only measured by the final result but also by the process and efforts made by students from beginning to end. Motivation can be defined as various efforts made by someone to foster the desire to do something (Nabila & Warmi, 2023). If someone is not interested in an activity, he will try to eliminate the feeling of pleasure. Students who are not motivated to learn are not only uninterested in the material but also not active in class and do not take their assignments seriously. A study conducted by (Nabilah & Warmi, 2023) shows that the use of *Wordwall*, website-based learning media, contributes in increasing students' motivation as indicated by the enthusiasm of students in solving the questions. This media allows students to learn while playing games anywhere, at any time, through their smartphones. There are a lot of exciting features and games on *Wordwall*, which makes it easier for users to develop them according to their learning needs. This is shown by the researchers in the results of the questionnaire which indicates that 82% of students disagreed with the statement "doing math problems carried out in *Wordwall* is very boring". This data shows that the use of *Wordwall* does not make learning boring. Teachers can create engaging presentations that explain information to students. Through this media, students can vote, provide short responses, and express their thoughts while also participating in quizzes (Safitri et al., 2022). A positive attitude towards learning activities and high enthusiasm for learning can help students achieve good learning outcomes. However, this media is not capable of significantly increasing students' motivation for learning unless applied in the context of an effective learning scenario. Moreover, it is also necessary to consider which types of media are appropriate for the material to ensure that teaching objectives are still met. This will make it possible to fully realize the learning motivation of students. Besides, it is also easy to use for teachers.

As a result of the models and learning media chosen, students' attention can be focused on learning, the subject matter is quickly grasped by students, and students are more active in learning and can engage in learning activities, namely observing, asking questions, expressing opinions, and concluding. Not only the game-based media that can be used to boost students' motivation. Using audio-visual media can also make students participate more in the learning process. The combination of interactive learning and animation can make students engage more and their attention is drawn to the media (Aprianto et al., 2021). Students are highly motivated and focused on an animation video, as well as their behavior is less disruptive. The features inside *PowToon* are text, audio, animation, cute image, and varied template that help teachers to be creative and innovative and boost students learning motivation. It is shown in the research conducted by Click or tap here to enter text. that there is an improvement in students' motivation in writing as a significant effect of using *PowToon*. It is due to the increase in student's concentration during the teaching-learning process. Moreover, (Syafitri et al., 2018) did research on the use of *PowToon* and the result showed that the students have a high learning motivation when they use songs and videos with *PowToon*. It was found that *PowToon* can boost students' enthusiasm, desire, interest, and attitude in learning activities. Students who study through the learning media (game-based media or audio-visual media) are very excited, cheerful, and engaged in the subject, which increase their enthusiasm and motivation in learning. Therefore, the expected results of this research should also continue to be relevant, in particular in increasing students' motivation by using learning media.

Conclusion

The use of learning media in the learning process can help arouse interests and desires, increase motivation, provide stimulation in the teaching and learning process, as well as affect the psychology of students. Moreover, the use of media can also improve the learning process because the material that the teachers want to deliver can be received or conveyed through the learning media. The role of teachers is important to determine the learning media that will be used in the learning process. In utilizing learning media, teachers must pay attention to several principles, namely choosing the right type of learning media that can be applied to the activities, considering the use of learning media according to the students' competencies, presenting the learning media based on learning objectives and methods, as well as implementing learning media according to time and place in the learning process. The use of appropriate learning media like game-based media can increase students' learning motivation because they feel challenged to get the best score and compete with friends quickly and accurately. The attractive appearance and features of learning media can also increase the attention and focus of students in learning. The use of audio or visual components in a learning experience not only increases students' knowledge but also enhances the students' engagement, which would stimulate their interests and involvement. These learning media promote the ability of high-order thinking such as reasoning, summarising, and critical thinking. Therefore, it is expected that teachers can utilize various types of learning media in order to increase students' learning motivation and involvement in the class. Through this research, teachers can find some information about the use of learning media, namely game-based and audio-visual media, in increasing students' motivation. The limitation of this research is only focused on the use of learning media, such as *Quizizz, Kahoot, Wordwall, and PowToon*, in increasing students' motivation. Teachers are expected to start implementing these kinds of learning media in their learning activities so that the learning process becomes more optimal.

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THE IMPACT OF TECHNOLOGY IN DIFFERENTIATED LEARNING

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Abstract
As we know in this modern era, almost every person has a gadget in their hand to use on a daily basis. Without exception, students in school, especially those already in their high school level, have their own phone or gadgets to bring inside the class. In Indonesia, the use of gadgets also applies to education programs, but not all of the teachers maximise the utilisation of it to help students' diversity in the classroom. Therefore, this study aims to analyse the impact of technology in differentiated learning. This study uses semi-structured interviews to obtain data on students' opinion, teacher observation while teaching English using modern technology in class and also from reflection at the end of the lesson. The participants are senior high school students, mainly the tenth-grade students that have an experience in using modern technology. The result of the study revealed students appear more excited, enjoyed and motivated in their lesson and also have an encouragement to ask for more quizzes or games while the teacher uses technology as an instrument to fulfil the students' diverse needs. Furthermore, this impact showed us that as a teacher we need to consider students' diverse needs in learning and their preference to learn in class for the purpose to develop students' motivation in learning, in this case English learning class.
Keywords: Technology, Differentiated Learning, Students' Perspectives

Introduction

The development of technology in this modern era can be said to change a lot of aspects. Education is one of the many aspects influenced by modern technology. In Indonesia, especially in the colonial era, learning by reading a book is done only by elite individuals. Fifteen to twenty years ago, learning could be done by buying a book or reading in the library. Today, reading and buying a book, listening and watching a material given by a teacher or tutor can be achieved in one way by having a modern technology or gadget (Shefketi, 2019). Therefore, as a teacher we should enrich ourselves to learn more by using modern technology in teaching methods and models rather than using the usual way (Krishan, 2022).

The reason behind teachers' obligation to learn and to be proficient in using modern technology is because every student they will meet has a variety of needs (Al-shehri, 2020). It will be different for each person's characteristics, passion and knowledge. For the purpose of assisting the variety of needs, as an educator, teachers must be able to find a solution. If they fail to facilitate the students' needs then the outcome is students will be bored, unmotivated, and tedious while learning a lesson (Gustiani, 2020). After some inspection and observation, many teachers teach and accommodate each student with the same manner, materials and also lack in attending students' diversity needs (Joseph et al., 2013). The excuse for this phenomenon is the insufficient knowledge of the teacher in using various assessment by any means with or without skill to operate technology (Fawns, 2022). The other reason is the teachers do not conduct a diagnosis test before giving a material or lesson in order to know in depth about students' needs (Ghaicha, 2016).

Differentiated learning is the solution together with the operation of modern technology to assist teachers in shaping learning lessons more meaningfully. Differentiated learning focuses on giving teachers a way to create a variety of assessments in class aiding students' diversity in needs. According to an article (Taylor, 2017) to create a successful learning diversity, the teacher should bravely create and build an accommodation or platform for learners' diversity needs, background and knowledge. Therefore, in this article the impact of technology in differentiated learning needs to be analysed as a means to know how the students'

feelings and opinion after they experience learning with modern technology to help students' diversity and create a meaningful lesson. This is a significant area to analyse because nowadays especially senior high school students have their own gadget and skill to operate new technology fastly. Thus, if the educators teach the usual ways, then they create a monotonous classroom activity. Furthermore, the crucial involvement in this study is between the educational staff, school leaders, curriculum makers and teachers to consider the effect of technology in assessing students' diversity. In this research study, the following research question related to the impact of technology in differentiated learning are:

1. How are students' opinions on using modern technology in the classroom?
2. How does modern technology affect the students' motivation and learning satisfaction in the classroom?

Literature Review and Previous Studies
Technology in Differentiated Learning

As we know, Technology become crucial in this modern era, because every action and activity in today's life can be related to the application of modern technology (Raja & Nagasubramani, 2018). This modern technology operation just needs one touch of finger, internet access and a gadget as a tool to speed up all of our deeds. Almost all of the individuals, whether young or old, hold one gadget such as a laptop/tablet, mobile phone or the simple one that can be used to browse or send a chat. This function of gadgets as an equipment to smooth the running of modern technology can be applied in the classroom learning activities. The purpose is to help teachers with students' variety of needs. Therefore, in the new curriculum in Indonesia called *Kurikulum Merdeka*, it focuses on students and their needs. The curricula encourage teachers to creatively create learning activities that are related to the students' needs suitable with technological development. Differentiated learning is a learning that can accommodate variations of needs and qualities of the learners in the scope of educational context (Sapan & Mede, 2022). This is related to the other study that confirms differentiated learning support in understanding learner self-confidence, motivation and satisfaction (Zhao & Liu, 2021). Another study also said that educators can use technology in differentiating the lesson for learners that need support and assistance (Mahoney & Hall, 2017).

There are several previous studies that related to the technology used in differentiated learning. First, this previous study conducted about the use of technology to differentiate and accommodate students with disabilities (Mahoney & Hall, 2017). The result showed the use of technology can accommodate the various different aspects in process, product and pace. The educators use a lot of applications for various content areas such as writing, reading and mathematical concepts. This study is in line with (Trust, 2018) an article that talks about the reason we need to use technology in education programs. The research finds that the potential of technology is to open up possibilities for every learner without exception.

This can also be said not only about the person or the people involved but also related to the situation such as the study about integrating technology in teaching and learning especially for the educators because of the lack of readiness while facing a pandemic era (Kusumaningrum et al., 2022). This result reveals the importance of awareness for the educator to always educate and improve yourselves in any situation to create a meaningful learning environment. In line with this study, other researchers found about the implementation of teaching English using differentiated instruction during the pandemic (Satyarini et al., 2022). This study finds the partial implementation of differentiated learning while the educator accommodates the diversity in content, process and product but not in students' readiness. According to the study (W. Zhang, 2022) about the role of technology and teacher professional development in EFL class, that teachers not only develop the new technology to use in students' learning needs, but also to increase teacher quality in conducting various activities in class.

There is also a finding related to the pandemic about educators that also can be a student in learning how to be a facilitator by using the technology to improve students' learning outcome (Damayanto et al., 2022). From these previous studies, it can be concluded that as educators, we will also get an impact, not only students, while using technology in differentiated learning. We can see the advantage of educational technology with the support from internet access, the hardware such as mobile phone or laptop, educator and learner, also the various kinds of technology can be used distantly or on the spot in educational programs (Stošić, 2015). In addition, these preparations are for the teachers and students mentally and physically using distance educational programs for an unforeseeable future if there will be similar cases like pandemic (Mcdiarmid, 2022).

Research Methodology

This research study was conducted in one of the senior high schools in East Java. The participants of the research consisted of the tenth-grade students who were learning English lessons, between 15-16 years old, who had their own gadget such as mobile phone or laptop. They were good at operating the gadget. This study uses semi-structured interviews to obtain data on students' opinion, teacher observation while teaching English using modern technology in class and also from reflection at the end of the lesson.

This research project is content analysis qualitative research about the impact of the technology in differentiated learning through the data or documentation of the artefact. Qualitative content analysis research not only extracting the meaning behind the words, picture or document but also to understand the social reality behind the situation or the content (Y. Zhang & Wildemuth, 2005). The data collection occurred in May to June 2023 during the English lesson in Jember, East Java. The semi-interview happens in answering online surveys about what kind of English lesson that the learner wants with the purpose to complete a diagnostic test before creating the learning lesson. The observation mainly focused on students' conditions and motivation in doing activities during the lesson by showing the picture of their activities. Lastly, the data collection proceeds from the students' reflection at the end of the lesson. The reflection asked about students' perspective of today's lesson, the benefit of the lesson and their feelings.

Findings and Discussion

In this part, the researcher will be presented the result of the data from the online survey semi-interview, the observation data from students' activities and condition while learning using technology, and the reflection answer about students' perspective, and feeling of the lesson.

Online survey

This section only focused on the result of an online survey mainly focused on English lessons, there were 28 respondents that submitted their survey. This survey happened before the lesson or the technology implemented in class. There are 17 female students (60.7%) and 11 male students (39.3%). For the first question, the researcher asked about their average examination result. This question represented their readiness and also their capability before. Half of the respondents (14 students) answer that their results are good, capable level; 39.3% (11 students) of the respondents answer that their results are enough, passable level; and 10.7% (3 students) of the respondents answer that their results are low grade level. The second question is how your environment affects your motivation to learn something. The answers are 46.4% (13 students) are feel their surrounding is a good enough for them to learn a lesson; 39.3% feels their conditions good; 10.7% feels they had an excellent circumstance to learn and only 1 person that said he or she did not feel their conditions could motivated them to learn. Related to the third question, the fourth asked about whether the students obtained difficulty during the learning lesson in the class. 64.3% (18 students) answered they occasionally had some difficulty

while learning in class; 17.9% (5 students) answered they rarely had difficulty; 10.7% (3 students) frequently had difficulty while the teacher teaches the lesson and 7.1% (2 students) always had difficulty every time they were in class.

From the data above, the teacher asked more in-depth questions about why they have some difficulties while in class. After reviewing the whole answer there were some points, (1) the students got distracted by their surroundings, their friends and their own daydreaming; (2) The teacher method conducting the lesson is too difficult, boring, too fast and to long; (3) Uncomfortable conditions, such as hot weather or sleepy; and (4) Uninteresting material. Therefore, it can be concluded from the students' perspective data, the teacher needs to change the teaching method plan. The basic or standard method in teaching classroom using conventional approach for example, lecturing, memorising and teacher centre, unsuitable with the growth of student's needs (Sinha, 2022).

Students' observation data

This section concentrates on the students' activities and conditions while learning using modern technology in differentiated learning. There were some pictures as an artifact document during some activities.

Figure 1. The students listening to the recording using their gadget

Figure 1 shows the students' picture in using technology, mainly their own gadget in carrying out their listening task. In this picture, represent the new method by using their mobile phone in doing their task. The reason behind these changes is to reduce the teacher centre in lessons and increase the students' activity. Also, the students will not be distracted by opening another application on their phone such as an online game, but using their gadget for educational purposes. In this lesson, the students verbally told the teacher that this was their first time completing a listening task by hearing a recording or audio only. The students learn a new variety to find out their capability in the listening section. Thus, it can be said they experienced a new challenge. Furthermore, teachers also could not avoid the use of technology, because an educator must facilitate the students with the new technology for better teaching quality and creative learning media (Murati, 2017).

Figure 2. Students presenting their writing result using technology in gallery walked technic

The picture above, represents the students' creativity in writing and presenting their work to the other students from different groups. In this picture, technology improves the process of demonstration by aiding students to easily create fascinating media and boost their confidence but also suit their passion. Therefore, using technology, especially this picture accommodating students' learning needs, might encourage their self-assurance. It can be said technology teaches the educator to learn how to adapt the classroom activities in line with students' needs in purpose to improve the language learning process (Ahmadi, 2018).

Figure 3. Students excited using Kahoot as a post test

Figure 4. Students compete with each other trying to answer

From the two pictures portraying students using Kahoot as an interactive game in completing their post-test at the end of the activities, the students are enjoying their activities while using modern technology through the use of their own mobile phone. These pictures are also the result behind the diagnosis test about students' wants to have interesting and challenging activities to avoid boredom. They also show eagerness in doing the same activity in other themes or material. It can be said teaching using differentiated learning is more effective in improving students' cognitive skill rather than without it (Dalila et al., 2022).

Students' reflection

This last section concentrates on the students' reflection at the end of the lessons. It will be talking about students' perspective, and feelings of the lesson. The first question that is given in the reflection section is how do you feel after the English lesson.

> *"Feeling happy."*
> *"Exciting, to present the group's creativity."*
> *"Happy, because I can talk about my opinion for the presenter of the other group."*
> *"Joyful, not only to evaluate the other group's presentation but also to talk to my friends and ask questions."*

From the statements above, the researcher concludes that the students are excited and enjoy doing the lesson and the teacher is successful in conducting meaningful learning at the class using the activities suitable with the result of their learning needs. The students tell their

perspective of the learning method that it can greatly assist them in understanding the material while also asking questions to probe and stimulate the other students' knowledge.

Furthermore, to explore more knowledge of the students' learning needs, there is the second question in the reflective section. The second question is what is the interesting method that was used in the lesson.

"The teacher used a game."
"The use of Kahoot."
"The game is more interactive, and the teacher also can create role play."

From the answer, students are satisfied with the different technology the teacher uses in the classroom. Thus, educational technology aids the educator in creating and innovating the media used in the learning process that can encourage the students to learn more (Sudarsana et al., 2019). They also bravely give their opinion for the next activities such as role play. It can be said that the students begin to voice their ideas.

Conclusion

Technology as it may be an equipment to implement differentiated learning in school. Students' diversity and problems that arise before, during and after the lesson can be solved by a variety of assessments. Teachers might need to conduct some tests such as diagnostic tests in the beginning to understand the students' learning needs and also organise a reflective section to deeply understand students. Reflective also can be guidance for teachers in creating new lesson plans according to students' learning needs after the lesson. This is all in line with the use of technology assisting teachers in differentiated learning. The impact can be seen in the finding and discussion point where the students experience an enjoyable and exciting situation while learning an English lesson. Also, students develop self-confidence in talking, praising, and giving an opinion to each other. The impact also affects the teacher, because with technology, it can save the earth by using paperless worksheets and creating an interactive and fascinating learning media. The media can be used again and edited to suit the students' learning needs. Theoretically, the result shows the impact of technology in differentiated learning for teachers and also students. Methodologically, this research endeavour is a wakeup call for all the educators to take advantage of the technological development in this modern era and to develop their own skill to compete with times. The educational staff duty as a facilitator for each educator and school to implement the impact or benefit from technology in this modern era. Furthermore, these finding results can be used for further study related to the use of technology in students' learning needs according to parental figures or the use of technology in students' diversity to increase the English skill.

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LITERATURE REVIEW : THE APPLICATION OF 'DESIGN THINKING' APPROACH IN EDUCATION CONTEXT

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Abstract
The aim of this research is to analyze scientific articles in order to collect relevant sources associated with 'Design Thinking' approach. Design thinking is an approach that gives solution and pay attention to the need of the students. There are 5 stages in design thinking approach, they are empathize, define, ideate, prototype, and test. The role of technology takes part to this kind of approach and become the solution to solve the problem. The method that is used in this scientific article is *literature review*. It begins with looking for the scientific articles that relate to the topic of research. The scope of the collected articles is on education area, published in 2020-2023. There are 6 selected scientific articles. This research focuses on how the stages of design thinking implemented in each step/process and how is the result and the application. The result of this research is that all stages in design thinking approach is applied in each article. The prototype results are in the form five applications, and one of the result is in the form of learning media. After passing the testing phase, the result of the researches are mostly acceptable and worthy to use in order to solve the problem of the students.
Keywords : application, design thinking, education, problem, students

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (UU National Education System article 1 paragraph 1). Education is a tool and a place for students to be able to develop themselves so that they continue to process and form themselves into virtuous human beings.

In the midst of the influence of globalization and the times, education plays an important role in facilitating the learning process and shaping someone's character. When referring to Ki Hajar Dewantara's understanding, education must refer to the nature law and the nature of the times. In a fast-paced and dynamic era like today, reforms in the world of education are certainly very needed. Everything related to the world of education and various aspects in it demands to be renewed. Therefore, it is impossible to continue to put forward the same method. It needs a 'renew' or renewal that can adapt to the nature of the era.

To face the challenge of industry 4.0, the existence of technology plays an important rule. Technology is a tool that makes everything more easy. The existence of technology in the field of education is really helpful for learning and teaching activity. There are several examples of the existence of technology in education that already enjoyed in some schools, such as laptop, internet access, smart phone, lcd projector, etc. Therefore, today's learning activity should aligned with the use of technology.

In the process of learning and teaching activity, sometimes there is difficulty faced by the students. It can be in the form of basic skills that have not been fulfilled, learning media that suits with student's needs, the limitations faced by students to learn the subject, the facilities needed in school facilities, etc. Therefore, it is required a new innovation in order to solve the problem in this education context. This is where design thinking contributes as a solution to the renewal of learning activities in the world of education by presenting the role of technology in it.

The definition of *design* based on language context derived from the word 'design' (Italia) that means picture [1]. The experts interpret design thinking (English) as "pemikiran

desain" or "design thinking" which is the process of introduction to generate creative ideas and concepts.

Design thinking is a kind of method that utilizing a human-centred approach in order to solve problem for every human needs, technology and business, etc. [2] There are 5 stages of design thinking approach, such as :

1. Empathize – Understanding problem of target users.
2. Define – Defining the needs and problems of target users.
3. Ideate – Mapping the assumptions and solutions.
4. Prototype – Creating a prototype of the solution.
5. Test – Testing the prototype result of the solution.

Those 5 stages become the tool to analyze each article. To know the gap of this research with previous researches, the selected literature for this research should fulfill several selection criteria, such as :

1. The literature contains about the implementation of design thinking in education context.
3. The literature contains about the discussion of application planning that used design thinking approach.
4. The literature contains about the way to solve the problem in education context by implementing design thinking approach.

Method

The method that is used in this article is *literature review* from various studies that have been researched and reviewed before. The data collection is done by looking for literature in previous research, which is associated with the implementation of 'Design Thinking' method. The scope of selected literature is in the field of education. The data collection in the field of education used several keywords such as "the implementation of design thinking in education context", "the implementation of design thinking in English education", "scientific article about design thinking". The searching process used *Google Scholar* by inserting keyword. The searching process finished on July 24th, 2023. Furthermore, the next step was sorting the scientific article based on these several criteria.

To make it more clear, here are several research questions (RQs) that guided this research :

1. What are the scientific article(s) used in this research? How many?
2. What are the stage(s) of 'Design Thinking' method that applied in each article/literature?
3. What are the steps that have been done in each stage of 'Design Thinking' method, they are Empathize, Define, Ideate, Prototype and Test ?
4. Why 'Design Thinking' method often used for finding solution to solve the problem especially in education context?

Findings and Discussions

In this part, the author will discuss about the mapping of collected literature and the description of each in Table 1. After that, the collected literatures will be analyzed based on the stages that belong to design thinking method, as described in Table 2.

Table 1. The Description of Collected Articles (Data)

Number	The name of author (s)	The name of journal (Year, Vol, Number, Page)	The title of article
1.	Intan Permata Sari, Annisa Hasna Kartina, Ajeng Mubdi Pratiwi, Fitri	Jurnal Pendidikan Multimedia. Vol. 2, No. 1 (2020), pp. 45–55.	Implementasi Metode Pendekatan Design Thinking dalam pembuatan aplikasi Happy Class di Kampus UPI Cibiru

	Oktariana, M Farhan Nasrulloh, Sahla Analia Zain		
2.	Muhamad Ali Kasri, Yerlin Novan, Indri Anugrah Ramadhani	Jurnal PETISI (Pendidikan Teknologi Informasi). Vol. 2, No. 2, Juli 2021	Penerapan Model Design Thinking pada Pengembangan Media Pembelajaran berbasis Macro Media Flash
3.	Ahmad Jaisy Rahman, R. Rizky, Muhammad H., Nur Avin Maulana	Jurnal Pendidikan Multimedia (EDSENCE). Volume 4 Issue (1) (Juni 2022) 43-52	Implementasi Metode Pendekatan Design Thinking dalam Pembuatan Aplikasi Membaca Berbasis Visual 3D Untuk Anak Satu Sekolah Dasar
4.	Riski Mayang Sari, Imam Ma'ruf Nugroho, Moch Hafid T.	INFORMATION MANAGEMENT FOR EDUCATORS AND PROFESSIONALS. (Vol. 6, No. 2, Juni 2022, 121 - 130)	Perancangan UI/UX Aplikasi Pembelajaran Bahasa Inggris Usia Sekolah Dasar dengan Metode Design Thinking
5.	Rholand Deo Eka Putra	Januari 2023	Rancang bangun aplikasi pembelajaran dan latihan mengenal Abjad berbasis Android Menggunakan metode pengembangan design thinking
6.	Ivan Farhan Abiyyu, Muhammad Yazid Abu Sahal, Luthfia Rizqi Maharani, Ismi Lailiyah, Sentot Achmadi	JATI *(Jurnal Mahasiswa Teknik Informatika).* Vol. 7 No. 1, Februari 2023	Penerapan Metode Design Thinking Pada Perancangan User Interface dan User Experience Aplikasi Bimbingan Belajar Bahasa Inggris Online

Research Question 1 : What are the scientific article(s) used in this research? How many?

To get selected literature that relate to the discussion topic, the author has selected the literature based on title and content which discuss design thinking approach. There are 6 selected scientific articles that discuss about the implementation of design thinking in the field of education in general, 2 literatures discuss about application production by using design thinking approach, 1 literature discuses about application planning by using design thinking approach, 2 literatures discuss about planning of user interface and user experience on application by using design thinking approach and 1 literature discuses about developing learning media by implementing design thinking approach. The next step will be discussed in result section below.

Table 2. The Analysis of Each Stage in 'Design Thinking' Method

Article	The steps of 'Design Thinking'	Steps
1	Empathize, define, ideate, prototype, test.	a. Empathize : Interview and observation b. Define : Determine the core problem c. Ideate : Find the idea d. Prototype : Paper prototype and digital prototype

		e. Test : Paper and digital prototype by providing the application and by interviewing the respondents
2	Empathize, define, ideate, prototype, test and implement.	a. Empathize : Interview and observation b. Define : Defining the most urgent problem conclusion c. Ideate : Brainstorming d. Prototype : Using Multimedia Development Life Cycle (MDLC) method e. Test : Validation test from science teacher and lecture. f. Implement : Present the learning media
3	Problem, empathize, define, ideate, prototype.	a. Problem : Issue to be raised b. Empathize : Interview c. Define : The research team conducted a discussion (Brainstorming) d. Ideate : Specify the needs of parents e. Prototype : Making "Membaca asyik" application media by using "proto.io" website.
4	Empathize, define, ideate, prototype, and test.	a. Empathize : Interview and observation b. Define : Identify the result of observation and interview regarding the point of view of 'user's problem into a user persona c. Ideate : the process of making features into the form of information architecture. d. Prototype : Adapted from the result of analyzing user persona and the result of previous steps. e. Test : Using SUS method by giving link prototype and questionnaire towards user candidate.
5	Empathize, define, ideate, prototype, and test.	a. Empathize : Bodystorming (See the problem from user's point of view). b. Define : Using "How Might We" question that trigger brainstorming. c. Ideate : Determining the solution. d. Prototype : Implementing the planning stage and design that have been made using prototype for empathy method. e. Test : Using Usability Testing method, and interview.
6	Initiate, empathize, define, ideate, prototype, test.	a. Initiate : Looking for the problem that happen in surrounding environment a. Empathize : Collecting validate problems and get persona profile. b. Define : The process of translating collected problems into 'Table Measurement". c. Ideate : Making wireframe and high-fidelity design. d. Prototype : Making user flow from high-fidelity design that have been made. e. Test : Using SUS method by collecting respondent's opinion via google form.

Research Question 2 : What are the stage(s) of 'Design Thinking' method that applied in each article/literature?

In building idea by using design thinking approach, there are several stages included such as empathize, define, ideate, prototype, and test. Table 2 categorizes the stages in design

thinking used in previous literatures that have been collected. Each literature has several stages that should be done by the researcher. There are several literatures/articles that are not applied all stages. One of the reason is because the development topic of description context depends on the field and the complexity of method to get best solution. Therefore, it is already clear if the literature uses certain stage in order to solve the problem.

There is one literature that did not apply all stages of design thinking approach such as in 3rd literature. 3rd Literature did not use *'test'* stage because it has found a clear settlement related to the offered solution and in accordance with the topic. Therefore, the product that has been created through innovation, process and intended target, suitable with the users that is being considered. Not only that, in the first stage before empathize stage, there is '*problem*' stage and make this literature has 6 stages. This stage describes the problem that will be raised and the objective of the research.

Meanwhile, in 6th literature, it has 6 stages of design thinking, they are initiate, empathize, define, ideate, prototype, test. In *initiate* stage, it is similar with *problem* stage that exists in 3rd literature. It is the stages that looking for the problem that happen in surrounding environment. One problem is raised and this problem is presented by making "Proto Persona" that represents a group of users that has certain goal, and criteria. By applying this stage, it means before the researcher look forward into empathize stage, they try to know the background of the users.

Research Question 3 : What are the steps that have been done in each stage of 'Design Thinking' method, they are Empathize, Define, Ideate, Prototype and Test ?

From table 3, it can be seen that almost all literatures used 5 stages of design thinking approach, except 3rd literature. Therefore, it can be analyzed that each stage has its own framework that mostly used. Here is the explanation :

1. Empathize : Interview and observation (1st, 2nd, 3rd, 4th literature)
2. Define : Find the most urgent/core problem (1st, 2nd, 6th literature)
   Brainstorming (3rd, 4th, and 5th literature)
3. Ideate : Find idea (1st literature)
   Brainstorming (2nd literature, 3rd literature)
   Determining solution : (4th, 5th, 6th literature)
4. Prototype : Making mock up (3rd literature, 4th literature, 5th literature)
   Low and high-fidelity (6th literature)
   Paper and digital prototype (1st literature)
   Multimedia life cycle (2nd literature)
5. Test : SUS method (4th, 6th literature)
   Usability test (5th literature)
   Interview (1st, 2nd literature)

Research Question 4 : Why 'Design Thinking' method often used for finding solution to solve the problem especially in education context?

The first reason, why design thinking used for finding solution, is that design thinking is an approach and process in collecting information where the users involved there. The use of design thinking is used as new innovation for finding solution. In the process, design thinking approach seeks to understand the users, not only their needs but also in each stage of design thinking itself. It is to reach the goal of the users. This repeated process in design thinking can build a design process that suits with the users.

The second reason, design thinking approach has been known since early 20th century. It can be said that this approach is already familiar in the society. This approach not only pays attention to the user needs but it is also an approach with many method. Design thinking not only focuses on what is seen and felt, but it is also focuses on the experience (daily activity of the users). Design thinking is applied to find the most effective and efficient solutions to solve complex problem.

The third reason, why design thinking is also needed in education context, is that because deign thinking pays attention to the need of the users (for this context in the need of students). Students are the people who use educational facilities. In this technology era, the existence of product of application that can be a solution to solve the needs and problem of learning activity is really needed. The high use of internet and smart phone can be positive support in order to implement design thinking to solve the problem in education context which is also complex. There are many types of difficulty and limitation of students to learn something. Therefore, design thinking can be a very helpful approach to overcome many problems in learning activity (education context).

Conclusion

Design thinking approach has been known since early 20th century. It means that this approach already used in many fields. Because of its popularity and usefulness, design thinking approach is also used in education context recently. It can be seen from the selected article/literature review that published since 2020 until 2023, there are 6 selected article.

In building ideas in design thinking, there are several stages such as empathize, define, ideate, prototype and test. Table 1 describes the selected article used as data in this research which explain the title, the author (s), and journal description. Meanwhile, table 2 describes several stages in design thinking approach and its implementation.

There are 5 articles that applied all stages of design thinking approach. There is 1 article that does not apply all stages of design thinking approach. It is found in the 3rd article, the stage 'test' does not exist whereas this stage is very important to check the response of users. The reason is because the development topic of description context depends on the field and the complexity of method. There are 3 articles that used 6 stages. In 2nd article, there is 'implement' stage in the last section. In 3rd article, 'problem' stage exists before empathize stage. And in the 6th article, 'initiate' stage exists before empathize stage.

The mostly used stage in selected articles that have been reviewed, interview and observation are easily found in 'empathize' stage. In 'define' stage, it is found the step that mostly used is defining core problem. And, determining solution is the best part that mostly used in 'initiate' stage. While, in 'prototype' stage, the most activity is making mock up. The product is in the form of application (5 literatures) and in the form of learning media (1 literature). The last stage, 'test', it is mostly used SUS method. After passing the testing phase, the result of the researches are mostly acceptable and worthy to use in order to solve the problem of the students.

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THE IMPLEMENTATION OF TECHNOLOGY-BASED LEARNING MEDIA IN DIFFERENTIATED LEARNING BASED ON THE LEARNING STYLES

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Abstract
Differentiated learning is one of the learning strategies in teaching that focuses on the students as the subject of the learning process itself. Differentiated learning can be implemented in several aspects, including: Content differentiation, Process differentiation, Product differentiation, and Learning environment differentiation. Meanwhile, this research only focuses on the implementation of content differentiation based on the students' learning styles. The technology-based learning media aimed in this reasearch includes Kahoot, Teachmint, Spinwheels, Jamboard, Worldwall, etc. The metodology of this research is qualitative research using descriptive analysis techniques accompanied by literature review. There are several techniques in collecting the data such as research paper, books, and othe relevant literature. The finding shows that the use of technology-based learning media helps the implementation of differentiated learning as it can be varied based on the strudents' learning styles. Therefore, teachers may use technology-based learning media to arrise the students' participation in the learning activity process.
Keywords: Technology-Based Learning Media, Differentiated Learning, Learning Styles.

Introduction

Every individual is born different from a physical perspective to their learning needs. Therefore, liberating learning is needed especially in learning practices. Ki Hadjar Dewantara has a concept about education that is based on the principle of independence which means that humans are given freedom from God Almighty to regulate their lives while remaining in line with the rules in society. Students must have an independent spirit in the sense of being independent physically and spiritually as well as their energy (Ainia, 2020).

Therefore, to create liberating learning, differentiated learning based on the learning styles of students' is needed to be implemented. Differentiated learning should aim to meet the needs of all students regardless of their learning ability. Differentiation may happen with these following differentiated aspects: content, process, product, and learning environment. Instruction can be tailored based on three student characteristics – readiness, interest, understanding, and skills as it relates to the subject matter (Van Garderen & Whittaker, 2006, p. 12-13).

To support the implementation, technology-based learning media which is in accordance with the nature of the times is needed. Technology-based learning (TBL) constitutes learning via electronic technology, including the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM. TBL also encompasses related terms, such as online learning and web-based learning that only include learning that occurs via the Internet, and computer based learning that is restricted to learning through the use of computers (Koller, V., Harvey, S., & Magnotta, M, 2006). According to Gerlach and Ely in research done by Akrim (2018), media in general are human, material and events that build conditions to make students able to acquire knowledge, skills or attitudes.

Several researchers have focused on the relationship between differentiated learning media and teaching methodologies, but none have linked it to students' learning styles. Therefore, it is hoped that by doing the implementation of technology-based learning media in differentiated learning based on learning styles which can provide students with personalized and engaging learning experiences, teachers can tailor instruction to meet the diverse needs of their students and create more inclusive and effective learning environment. In this article the

author wants to describe the application of technology-based learning media in differentiated learning based on students' learning styles. As for this article, the author will not focus too much on the types of aspects of differentiation, but on the technology-based learning media used in several styles of learning owned by students.

Method

This research uses a type of qualitative research using descriptive analysis techniques with literature studies. Literature study itself is a method in which data is collected through various kinds of literature and then reviewed and recorded. After that, management was carried out on the research materials obtained (Pilendia, 2020). After various data has been collected, then an analysis is carried out to obtain a fact of the incident and then it is written down in the form of a statement, all of which are based on the data that has been carried out by the research. In research there are a series of stages of describing a data by collecting data through various sources in the form of research articles, books, and other literature related to the use of technology-based learning media in differentiated learning based on students' learning styles. After all these theories have been collected, then all data is managed and associated with relevant theories so that a concept can be produced in this study.

Findings and Discussions

An article by Ema (2018) about how to use technology for different learning styles explains about kinds of media that can be used for several learning styles that owned by the students. In this article the the author mentions that there are three kinds of learning styles, they are visual, auditory, and kinesthetic learning. Each of the learning style has a different technology-based learning media. For example, the teacher may use a PowerPoints that outlines key points and include pictures, and diagrams for visual learning students. The teacher may also use videos posted from YouTube or the video made by the teachers themself to help the visual learning students. While, the teacher may use Skype and Me Books for audiotory learning students. Through Skype the students can connect with classroom around the world and for sure this can help the students further to develop their conversational skills. The teacher may also use Me Books which is the application for the students in which they can read along as a voice recording reads aloud. They can also choose to record their own voices while practice reading. Even though the application is costly but it helps the student a lot not only in correcting their pronunciations but also getting new words. And the last is kinesthetic learning. In this article, the author includes website media that can help the students with the kinesthetic learning styles such as the website called PHeT Interactive Simulations that operated by the University of Colorado boulder offers educational games to help students with math and science. The teacher might also use the Technology based learning media from the words from the application that is called Hakitsu: Code of the Warrior which is an application that teaches children how to code as they play a game. Kinesthetic learners learn best when information is presented as an interactive game.

The conclusion of this article is as the teachers integrate technology into their lesson plans, they can also use various technology tools to reach all types of students. Some online activities gotten from the application or the website which combine the visual sounds and the interactive objective which engage with all students with those three learning styles.

Another research done by Amalia, W. (2018) explained about The Implementation of Learning Media Based on ICT in Mathematical Learning Process in Elementary School. here are the results of this reasearch : (1) the learning process becomes more interesting when using learning media ICT-based so students would motivated to love the science that's being he had learned; (2) a teacher can be more effective and efficient in the serving subject matter if it can benefit from the media are good and right; (3) the process of learning to use media can be

designed into an interesting, fun learning so that students do not quickly bored, and can motivate and stimulate students to morale in learning.

A research done by Nicolau, C., Matsiola, M., Kalliris, G. (2019) entitled Technology-Enhanced Learning and Teaching Methodologies through Audiovisual Media tried to capture audiovisual media technologies as educational techniques and tools and provide a synopsis of their employment in different educational levels and disciplines where technology-enhanced learning could be employed and achieve the aims and objectives of cognitive subjects. The result is that The use of audiovisual media technologies in the educational procedure can generate motivation and stimulation of perceptual skills that will lead to enhanced learning outcomes.

Al-rsa'i, S. M. and Shugairat, M. (2019) in their research "Technology Driven Differentiated Instruction in Science Teaching" investigate how to implement differentiated instruction in Science teaching by using technology. The result showed that using technology in teaching Science by Differentiated instruction method requires that Science teachers employ the (TPACK) model, so that technology is properly employed enhancing Differentiated instruction in teaching science. In addition, to raising the efficiency of these teachers and enable them to use the technological programs and tools that develop the implement of differentiated instruction in Science teaching.

Demir (2021) in his research about the impact of differentiated instructional media on the motivation and opinions of students towards science learning in terms of learning styles which aimed was to determine the motivation of students to learn science according to learning styles and the effect of differentiated teaching practices on their opinions shows the result that providing students with the opportunity to use student-centred techniques in their differentiated instructional methods provides not only positive contributions to the success of the students, to their active involvement in the process, to the increase in classroom awareness, and their motivation but also to increase the students' awareness of the students who are in motion due to their duties and responsibilities within the class.

Conclusion

The implementation of technology-based learning media in differentiated learning based on learning styles can provide students with personalized and engaging learning experiences as it is a powerful tool for enhancing the teaching-learning process and can provide personalized and adaptive learning experiences that cater to the diverse needs and interests of learners. Technology-based learning media can also be used to support different learning styles and improve students' motivation and engagement in the learning process.

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LITERATURE REVIEW: THE USE OF TECHNOLOGY IN DIFFERENTIATED INSTRUCTION ON PRODUCT AS LEARNING MEDIA

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Abstract

The purpose of this research is to look through journal articles to discover credible sources about the use of technology in differentiated instruction on products as learning media. Differentiated instruction learning is defined as learning that accommodates, serves, and recognizes students' variety in learning based on readiness, interests, and students' learning preferences. This research was written using the literature review process. The research process begins with the search for papers relating to the research topic. Criteria scientific publications utilized as data are gathered from national and international journals worldwide, with updates for the last five years, particularly from 2018 to 2023. The results of an examination of ten journal articles revealed that developing types of PTK research and literature reviews were more prevalent than other categories of research. The tools employed then tend to measure learning outcomes, learning styles, and students' interests, without venturing into other domains. There aren't many articles that expressly explain the use of technology in differentiated instruction on products as learning media.

Keywords: Differentiated instruction, Learning media, Technology

Introduction

Currently, education in Indonesia focuses on implementing an independent curriculum. This is one of the independent learning programs that is expected to help improve learning loss after the COVID-19 pandemic. The government is trying to launch the program which is then followed by national implementation at all school levels in Indonesia. The independent curriculum or we can call new paradigm learning is an educational standard that has begun to be applied to learning in schools today. The new paradigm focuses on education that favours learners, considering various characteristics of learners. This new paradigm of learning changes the learning approach that was previously teacher-centred to a student's centred approach. New paradigm learning ensures that learning practices are students centred (Ade Sintia Wulandari, 2022). The new paradigm of learning allows teachers to create lesson plans and evaluations that match the characteristics and needs of students.

With adequate infrastructure from the school, teachers can meet the needs of students. By conducting diagnostic assessments or profiling students, teachers can find out the various learning styles of students which are then applied to the differentiation learning process in the classroom. There are 3 kinds of differentiated learning, namely, differentiation of content, process, and product. Teachers need to pay attention to the condition of students with differentiated learning of contents, processes, products, and customized learning environments. Teachers can facilitate the learning process of students by using innovative learning models such as the PjBL learning model. Knowledge independently (self-directed) and peer-mediated (Peer Mediated Instruction) is what is possible for students to obtain with the use of innovative learning models (Isma, 2021).

Differentiated learning in product aspects is certainly appropriate if it is associated with the use of technology. Teachers can facilitate students by giving them the freedom to make products from the material that has been taught in accordance with learning objectives using the technology they have. The use of technology as a learning medium can change the material and activities in it to be more interesting which has a good impact on the learning process in the classroom (Aprima, 2021). When technology is used in everyday life, teachers must use it as a learning medium that can help students more easily access learning materials or

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assignments of learning activities. This can be done by giving learners the opportunity to use technology to learn, so that they can develop their skills and creativity.

The focus of the article compiled is literature review regarding product differentiation learning using technology as a learning media. Some researchers focus on the analysis and implementation of differentiated learning in a general context (Ade Sintia Wulandari, 2022; Astria et al., n.d.). As a result, this study focuses on product differentiated learning characteristics with the goal of examining the use of technology in differentiated instruction using a literature review method.

Method

This research utilized a literature review methodology to collect data from scientific journals focusing on the implementation of technology in differentiated instruction as a learning media in schools, aligned with the new paradigm of learning. Our research methodology is totally guided by Kitchenham and Charters' (2007) criteria for completing systematic literature review. The gathered data was thoroughly analysed and synthesized to identify key findings concerning the crucial role of differentiated instruction in enhancing students' learning experiences. Criteria scientific publications utilized as data are gathered from national and international journals worldwide, with updates for the last five years, particularly from 2018 to 2023. Using the search keywords such as "differentiated instruction", "technology on differentiated instruction" and "technology in differentiated instruction on product", the first stage of the search found 10 journal articles.

Findings and Discussions

Below is the outcome of the analysis conducted on the collected articles:

Table 1. An analysis of the ten articles.

No	Researcher	Journal/Year	Title	Findings
1	(Aprima, 2021)	Jurnal Pendidikan dan Riset Matematika Vol. 5 No. 2 (2023)	PENGEMBANGAN MEDIA PEMBELAJARAN MATEMATIKA BERDIFERENSIASI BERBASIS ANDROID	The ADDIE model is used for learning media development, and it has five stages: analysis, design, development, implementation, and evaluation, and it creates products in the form of android-based differentiated mathematics learning media. According to implementation results, because it is user-friendly, students are comfortable with the application.
2	(Ekaningtiass et al., 2023)	Journal on Education, Volume 06, No. 01, September-Desember 2023, hal. 841-847	Pengembangan Media Pembelajaran Berdiferensiasi Berbasis Teknologi pada Materi Teks Prosedur untuk Siswa Kelas VII SMP	The research method employed is the Research and Development (R&D) approach based on Borg and Gall, which consists of four levels of development. This development research only reaches the first level, namely the creation of product designs, and does not proceed to testing. The results revealed that the percentage of

				validation results from media experts, material experts, and practitioner experts was in the valid category, with an average rating of 88.43%. Based on the study's findings, it is possible to infer that technology-based differentiated learning media is appropriate for use in procedural text material for class VII.
3	(Astria et al., n.d.)	Jurnal Penelitian Matematika dan Pendidikan Matematika Halaman 112 dari 119 Volume 6 Nomor 2, Tahun 2023	ANALISIS PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KREATIF MATEMATIS	The study adopts a systematic literature review as its methodology. The findings of this research demonstrate a positive correlation between the implementation of differentiated learning and the improvement of students' mathematical creative thinking skills. As a consequence, educators are encouraged to integrate differentiated learning strategies into their teaching practices, with the expectation of fostering and enhancing students' mathematical creative thinking abilities.
4	(Ade Sintia Wulandari, 2022)	Jurnal Pendidikan MIPA Vol. 12, No. 3, September 2022	Literature Review: Pendekatan Berdiferensiasi Solusi Pembelajaran dalam Keberagaman	This article adopts a literature review methodology to investigate the concept of differentiated learning. Based on the findings of various reviewed sources, it can be deduced that differentiated learning refers to an educational approach that takes into account the diverse needs of students, tailoring instruction to align with their individual readiness levels, interests, and learning preferences. The analysis of 17 journal articles revealed a predominance of action research (PTK) and literature reviews concerning differentiated learning. However, the instruments employed in these studies primarily focused on measuring learning outcomes, learning

			styles, and student interests, without extensively exploring other domains.
5	(Miqwati et al., 2023)	Jurnal Pendidikan Sekolah Dasar Vol. 1 No. 1 April (2023) Hal. 30-38	IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN HASIL BELAJAR ILMU PENGETAHUAN ALAM DI SEKOLAH DASAR	The method of Classroom Action Research was applied in the qualitative research methodology. Finally, it was discovered that using various learning approaches can enhance the average science score while also raising students' activeness in studying.
6	(Agus & Sedana, 2023)	Jurnal Pendidikan Ekonomi, Vol. 11, No. 1, 2023, pp. 131-142	Penerapan Model Pembelajaran Flipped Classroom dengan Integrasi Diferensiasi Produk untuk Meningkatkan Aktivitas dan Hasil Belajar Ekonomi Siswa Kelas XII IPS 1 SMA Negeri 2 Busungbiu	The research gathered data through methods such as observation, questionnaires, and tests to examine the impact of implementing the flipped classroom learning model, combined with product differentiation, on the economics topic study. The results of the study revealed a notable improvement in both learning activity and learning outcomes. Thus, it can be concluded that the integration of the flipped classroom approach with product differentiation can effectively enhance students' engagement and understanding in the subject of economics.
7	(Gibbs & McKay, 2021)	International Journal of Educational Research 109 (2021) 101799	Differentiated teaching practices of Australian mainstream classroom teachers: A systematic review and thematic analysis	The systematic literature review methodology was employed in this paper. The results of the review revealed that teachers demonstrated successful utilization of differentiated pedagogical practices within their regular mainstream classrooms.
8	(Putriana Naibaho, 2023)	Journal of Creative Student Research (JCSR) Vol.1, No.2 April 2023	Strategi Pembelajaran Berdiferensiasi Mampu Meningkatkan Pemahaman Belajar Peserta Didik	The article utilized the systematic literature review method. Through an analysis of five articles and observations conducted in a learning environment, it was found that differentiated learning has the potential to enhance students' understanding of the subject

				matter. This conclusion is supported by the observations made during the learning process when employing differentiated learning strategies.
9	(Hassan et al., 2019)	Journal of Educational Sciences & Research Spring-2019, Volume 6, No.1, pp. 47-62	Teachers' Practices of Differentiated Instructions, Fair Interactions and Fair Assessment of Students in Sargodha	The study followed a quantitative and descriptive approach, gathering data through a self-developed questionnaire distributed among primary school teachers. The findings revealed that although teachers in primary schools implement differentiated instructions, the level of satisfaction with its application is relatively low. The study highlighted the necessity for teachers to acquire more knowledge and orientation regarding the significance and need for utilizing differentiated instructions in their classrooms. Additionally, the research uncovered that teachers tended to be less equitable in their assessment of students and did not fully engage with students in a fair manner during classroom interactions and within the school environment.
10	(Förster et al., 2018)	Learning and Instruction 56 (2018) 98–109	Short-and long-term effects of assessment-based differentiated reading instruction in general education on reading fluency and reading comprehension	The study took place in German elementary school classrooms and aimed to examine the outcomes of integrating learning progress assessment (LPA) as an educational tool. The research investigated both short- and long-term effects of this approach. Interestingly, students with lower reading skills demonstrated greater improvements from the treatment. However, no significant effects on reading comprehension were observed. The study's outcomes are discussed in the context of teachers' utilization of data to

	implement differentiated instruction strategies.

Table 2. The three most relevant articles.

Researcher	The technology used
(Aprima, 2021)	Android-based differentiated mathematics learning media application.
(Ekaningtiass et al., 2023)	Learning videos that contain pictures, sounds, and audiovisuals.
(Agus & Sedana, 2023)	Implementing the flipped classroom learning model, combined with product differentiation, on the economics topic study, learning material presented in pdf form and learning videos.

The analysis of 10 articles on differentiated instruction revealed a predominant focus on examining the impact of this instructional approach on both teaching and learning practices within the classroom. These articles employed various research methods, including literature reviews, classroom action research (CAR), participatory action research (PTK), and quantitative research. The collective findings shed light on the effectiveness and implications of differentiated instruction as an instructional method for enhancing the teaching and learning process.

Most of the instruments used in the articles that being analyzed were students score from test before and after using the differentiated instruction approach or you can call it learning outcomes (Ade Sintia Wulandari, 2022; Agus & Sedana, 2023; Miqwati et al., 2023), observation (Agus & Sedana, 2023; Putriana Naibaho, 2023), and questionnaires (Agus & Sedana, 2023; Hassan et al., 2019). Based on the information provided, it appears that the implementation of differentiated instruction has been found to have a significant positive impact on students' abilities, fitting the teaching approach to match their specific needs. This approach acknowledges the diverse learning styles, strengths, and weaknesses of students, and it aims to provide individualized support and challenges accordingly. As a result, students are more likely to experience improvement in their academic performance and overall learning outcomes. As explained by Afida (2022), students have diversity in terms of abilities, talents, interests, and background socio-cultural background. Therefore, a different learning strategy is needed to meet Students' learning needs.

Upon analyzing 10 articles, it was discovered that only three of them are highly relevant to the research, as they either share the same title or align with the aim of the study. The findings of the three most relevant articles do not effectively clarify how technology is utilized to implement differentiated instruction and generate diverse products based on students' learning styles. The articles explained about how to develop their own technology to use as learning media or the tools to assist the differentiated instruction learning, and the use of technology as learning media to conduct differentiated instruction in the teaching and learning process, not necessarily about produce differentiated product based on students learning styles and interests.

In order to provide the students' learning profiles, the instructor is expected to adjust the classroom instructions, thereby maximizing the learning potential of the students (Hassan et al., 2019). Teachers play a crucial role in implementing differentiated instruction to fully maximize students' potential. They should have their own approach to making differentiated instruction effective, ensuring it provides the diverse needs and abilities of each students, thus optimizing their learning experience to the fullest. Afida (2022) also stated that teachers should have the

ability to individually observe and analyse students' capabilities, interests, and needs. This empowers them to design appropriate learning strategies fitted to each students' learning needs.

Technology serves as one of valuable tools in harnessing students' abilities and creativity. By utilizing technology, students can channel their creativity to bring their ideas to life and transform them into tangible and practical products. It empowers them to explore, experiment, and innovate, unlocking their full creative potential and fostering a deeper understanding of various subjects. Indeed, it is crucial for teachers to integrate technology effectively while implementing differentiated instruction in the teaching and learning process. By doing so, they can address the diverse needs of their students more efficiently and create a more personalized learning experience. Utilizing technology in the learning process can support both independent curriculum learning and differentiation, contributing to an enhanced quality of education (Aprima, 2021). Through thoughtful integration of technology, teachers can enhance the learning environment, promote active participation, and foster a deeper understanding of the subject matter for all students.

Conclusion

In conclusion, the analysis of 3 out of 10 articles indicates that differentiated instruction, supported by technology, positively impacts students' abilities and learning outcomes. Integrating technology thoughtfully enhances the personalized learning experience, fostering creativity and maximizing students' potential. Teachers play a crucial role in implementing differentiated instruction, fitting strategies to meet individual needs and ensuring a high-quality education. However, only a small number of articles specifically discuss how technology is used as learning media in differentiated instruction for products.

The limited number of articles found in this research regarding the integration of technology with product-based differentiated instruction suggests a need for further research in this area. As a result, future studies may explore this topic in greater depth to understand its implications and potential benefits more comprehensively.

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POSITIONING ONE-SELF AS LEADER THROUGH A SPEECH: MOOD AND MODALITY ANALYSIS

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Abstract

Fighting fascism was shown by Charlie Chaplin in his speech in The Great Dictator film. Thus, this research aimed to reveal Chaplin's Point of View, attitudes, and judgments toward people through mood and modality analysis in his speech. The-descriptive qualitative method and Hallidayan SFL theory were used to analyze the speech. The findings revealed that Chaplin used 81% declarative and 19% imperative from 54 clauses. Chaplin did not use interrogatives in the speech to encourage people to fight fascism. Furthermore, the researchers found that Chaplin mostly used 92% modalization probability to describe a wonderful future if the dictator loses. Furthermore, Chaplin used an 8% modulation obligation to depict an action that Chaplin should take. Based on the data, it could be interpreted that Chaplin's position was higher than the audiences. He viewed his audience as being weak. Chaplin calls on the soldiers to stop being the slaves of dictators and refuse to listen to their orders. This study from the speech could provide information for people interested in mood and modality and the meaning of the speech related to the Russia-Ukraine war.

Keywords: Charlie Chaplin's speech, Interpersonal Meaning, Mood and Modality

Introduction

Looking back to 1939, when the phenomena happened in Europe. German leader Adolf Hitler started World War two by invading Poland. This phenomenon also happened in the current war situation between two countries, namely Russian and Ukraine, where Russia started to invade Ukraine in February 2022. Based on these problems, the researchers found a film from 1940, 'The Great Dictator'. Chaplin saw the phenomenon of World War II as a tool for Hitler to conquer neighboring countries and spread fascist ideologies. The film aimed to mock fascist dictatorships and deliver a speech message to fight fascism. The researchers are interested in analyzing Chaplin's speech from the film to find the meaning of Chaplin's speech and its relevancy to the current war situation through mood and modality analysis. This study aims to identify the mood and modality types used in Charlie Chaplin's speech in the last scene. It will show us how Chaplin's Point of View, attitudes, and judgments toward people. According to Eggins (2004), One language metafunction is interpersonal meaning, which involves interaction between the speaker or writer and the listener or reader. Thus, By analyzing how speakers used mood and modality in the clauses they exchanged, we could determine Chaplin's point of view, judgment, and ideology. As an actor in the Great Dictator film, Chaplin represents Adolf Hitler. By understanding his attitudes and judgment, we can determine how well his speech will influence the world.

In order to analyze the speech, the researchers used Hallidayan systemic-functional linguistics for conducting the research. Systemic Functional Linguistics (SFL) is a theory of language in which the function of language is the center of discussion. According to Halliday (2004), something else is always happening when the language is used every time speaking. When we use spoken or written language, we attempt to accomplish specific goals such as providing information, offering, or issuing a command. Language also serves to enact our personal and social relationships with others. By analyzing the mood and modality of speech, researchers may discover how speech interacts to create a relationship between the speaker and the listener. There are two kinds of Mood systems: Indicative and Imperative. Halliday & Matthiessen (2009) stated that the choice between 'indicative' and 'imperative' in the Mood system is realized structurally; only indicative clauses typically have a subject. Gerot (1994)

states, "In the imperative, the mood element may consist of a subject and finite, subject only, finite only, or no mood elements. However, there is always a predictor in the imperative." The Indicative Mood is used to share or exchange information. The indicative has two subtypes: Declarative and interrogative. Declarative is the characteristic expression of a statement. The function of declarative is to give information to the listener. An interrogative serves to ask a question to the listener. The interrogative clause is realized by finite, followed by a subject. Moreover, an imperative Mood is used for exchanging goods and services.

The researchers use Modality to find Chaplin's point of view, attitudes, and judgments. According to Halliday and Matthiessen (2004, p. 148), modality is an expression of indeterminacy. It can be expected that the Modality systems can describe the text's interpersonal meaning. There are two kinds of Modality, modulation and modalization. Halliday (1994), as quoted by Hartati (2015), divides it into modalization and modulation. The categorical nature of the information we exchange can be tempered by modalization. Modulation is a way of tempering the commands we use to act upon one another. In contrast, modulation is the qualification of the message about degrees of responsibility, inclination, and probability. It tempers the message concerning degrees of frequency or probability. In order to start research, the researchers used several previous studies on Interpersonal Meaning. The first journal by Nursyamsi, Purnama, and Hartono (2018). It analyzed the Meaning of Jokowi's speech at SUMMIT APEC. The result is how Jokowi establishes a communication pattern with listeners by positioning himself at the same level as the listener. The journal explains the mood briefly and does not explain the modality in the findings. Next study by Nurani, Mulyadi and Sari (2022). The study is about Tenors in Tim Cook's speeches. The findings show that the speech's agentive role is unequal, and the social role is considered a motivator/mentor or a more knowledgeable speaker. The journal explains the mood and modality. It focused on the role of the speaker. The last study by Yu (2017). This study analyzes the interpersonal Meaning of Mood and Modality in English PSA text. The text focused on advertisement public service text mood and modality it shows that the most value of expressions is obligation to persuade readers. The journal explains the mood and modality briefly. There is a similarity between these studies. All of them use qualitative research methods and Hallidayan SFL.

Research Methods

The researchers applied a descriptive qualitative research method. This study also used discourse analysis since it concerns the relationship between language and its context. Stubbs (1983) defines discourse analysis as concerned with language in use in social contexts, particularly with interaction or dialogue between speakers. Hence, the researchers use data that becomes the focus of the research and its context. This research focuses on Interpersonal Meaning with Mood and Modality analysis, which contains the clauses uttered by Chaplin. The researchers use a verbal third-order semiotic system from the 1940 film "The Great Dictator" as a data source. A verbal third-order semiotic system is data from a creation that can be enjoyed. In the third-order semiotic system, language is reflected in a creation such as a film. The researchers find that language is presented here as a representation of sociocultural life which is realized in a film. In this research, the data were collected through documentation since the data of this study is a Chaplin speech collected from the film 1940 "The Great Dictator". Arikunto (2009) stated that in applying the documentation method, the researchers look for data about things or variables in the form of notes, transcription, books, newspapers, magazines, and leaflets.

In this data analyzing technique, there are some steps that the researchers conduct.

a. Analyzing the clauses.

The researchers use the system of Mood and Residue to identify the clauses. In this stage, the researchers identified the mood constituent and also the constituents of residue.

Table 1. Example of clause analysis

Clause				
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

The purpose of clause analysis in table 1 is to determine whether the clause belongs to declarative, imperative, or interrogative. The clause analysis helps the researchers discover Chaplin's intention for his clauses.

b.   Analyzing the Interpersonal Meaning

The researchers analyze the interpersonal Meaning of the speech through the Mood system. The researchers then interpreted the analysis results to determine Chaplin's attitude and judgment.

The type of validation used by the researcher is content analysis. According to Shapiro and Markoff (1997) from Gheyle, N. & Jacobs, T. (2017), results from the content analysis are only valid and meaningful to the extent related to other measures. In validating the content, the researcher involves experts or panels competent in terms of interpersonal meaning through expert judgment to validate the results of research that the researcher has carried out. This is so that the research results are valid and not subjective.

Findings and Discussion

Findings

The researchers used Hallidayan SFG to analyze the clauses. The researchers discovered that Chaplin's speech in the film's last scene contains 54 clauses and 13 clauses of Modality. Chaplin mostly uses declarative mood and modalization probability in his speech.

Mood

The mood indicative and imperative moods are present in these clauses. Declarative Mood is the dominant type of Mood, according to the analysis of mood analysis.

Table 2. The mood type distribution

Mood type		Number	Percentage
Indicative	Declarative	44	81%
	Interrogative		
Total		44	81%
Imperative	Command	10	19%
total		10	19%
		54	100%

Table 2 summarizes that from a total of 54 clauses. Chaplin uses 44 declarative moods in his speech, with an 81% frequency of use for this mood type, making it the most frequent. The imperative mood type, used in 10 sentences or 19% of all usage, is the second most common. Chaplin does not employ interrogative words in his speech because he wants to deliver his message to people in his country through the film. Moreover, The imperative statements in Chaplin's speech are intended to bolster his message and also encourage people to fight against fascism and dictatorship in order to achieve freedom and peace in life.

Declarative

Declarative clauses serve as statements that provide audiences with information. The subject and the verb form the declarative mood. Chaplin employs these sentences in the declarative to inform his audiences of his to voice his worries about fascism, which is starting to oppress individuals and members of minority races and revoke the human rights that every human being is born with. Here is a random example of declarative mood from a Chaplin speech.

Data 1. I'm sorry, but I don't want to be an emperor.

I	Am	Sorry	But	I	Do	Not	Want to be an emperor.

S	F	P		Conj.	S	F	P	Adj.
Mood		Residue			Mood		Residue	

Chaplin conveys to his audiences that he does not want to be his country's emperor by using the declarative in this clause. He uses the fact that his face resembles the dictator to his advantage by claiming he will not rule as an emperor. He wants to end the dictatorship in his nation and restore freedom and peace.

Data 11. Greed has poisoned men's souls, has barricaded the world with hate

Greed	Has	poisoned	Men's souls	has barricaded the world with hate,
S	F	P	C	Adj.
Mood		Residue		

Here, the declarative clause conveys that people's moral principles and attitudes have been tainted by their unquenchable desire for material possessions. It implies that greed has split society apart and built-up barriers of hostility and animosity. The phrase highlights how greed is destructive, leading to a pervasive climate of hostility in society. In order to advance a more peaceful and united world, it emphasizes the necessity of empathy, comprehension, and a turn away from materialism and selfishness.

Data 18. We think too much and feel too little.

we	think	Too much and feel too little.
S	F	C
Mood		Residue

Chaplin uses a declarative clause in this clause to explain that knowledge makes humans cynical, and cleverness makes them hard and unfriendly. Humans always think too much about technology overthrowing opponents without considering the effect and the feelings of people who have been sacrificed and become victims of the crimes committed by the elites.

Data 29. and the power they took from the people will return to the people.

And	The power they took from the people	will	return	To the people
Conj.	S	F	P	C
	Mood			
Residue				

The declarative clause means the people will regain the power and authority that oppressive regimes had wrongfully usurped. It conveys the message that those who have abused their power will suffer the consequences, and the power will be taken back by the civils who are its true owners. This statement emphasizes the ideas of justice, equality, and the ultimate victory of the people over tyranny.

Data 36. You have the love of humanity in your hearts!

You	have	the love	of humanity!	In your hearts!
S	F	P	C	Adj.
Mood		Residue		

Through this clause, Chaplin uses declarative to express the belief that the audience, especially men, possess a genuine and compassionate affection for humanity. It signifies that the speaker recognizes the inherent goodness and empathy within the hearts of individuals. This statement serves as an uplifting and empowering message, acknowledging the capability for love and kindness that can unite people and inspire them to strive for a better world.

Imperative

Imperative mood refers to making an offer or order, demanding goods or services. Here is an order of imperative Mood found in Chaplin's speech.

Data 25. To Those who can hear me, I say do not despair.

To those who can hear me,	I	say	do not despair.
Adj.	S	F	P	C
	Mood		
Residue			

Do not despair in the example. This means that Chaplin commands the audience not to despair about his future country. He exhorts the audience to maintain hope in the face of difficulties. Chaplin intends to inspire his listener, reminding them that even in the darkest times, there is always the potential for change and a brighter future. He also urges people to stay strong, maintain their faith in humanity, and work towards a better world.

Data 31. Soldiers! Don't give yourselves to brutes - men who despise you - enslave you - who regiment your lives - tell you what to do - what to think and what to feel! Who drill you - diet you - treat you like cattle, use you as cannon fodder.

Soldiers!	don't	give	yourselves	to brutes - men who despise you - enslave you - who regiment your lives - tell you what to do - what to think and feel! Who drill you - diet you - treat you like cattle, use you as cannon fodder.
S	F	P	S	Adj.
Mood		Residue		Residue

Soldiers! Don't give yourself to brutes… in the example, express command to soldiers. Chaplin encourages the soldiers to decline oppressive rulers who do not care about their welfare. He describes these leaders as "brutes" who enslave the soldiers and have complete control over their lives. They completely disregard the soldiers' individuality and freedom and dictate what they should do, think, and feel. His message urges people to resist oppressive leaders and acknowledge their value and dignity and the significance of defending their rights and freedoms. It also serves as a reminder that people have the power to reject oppression and embrace compassion, equality, and humanity.

Data 32. Don't give yourselves to these unnatural men - machine men with machine minds and machine hearts.

Don't	give	Yourselves	to these unnatural men - machine men with machine minds and machine hearts.
F	P	S	C
Mood	Residue	Residue	Residue

The *imperative* in this sentence warns against following such leaders without question. Chaplin suggests that the audience not be persuaded by these leaders' apparent persuasiveness. He urges them to resist becoming "machine men" and value their humanity. Chaplin also encourages people to value their uniqueness, emotions, and empathy. It serves as a reminder to reject leaders who put control and conformity before real human connection and compassion and to resist dehumanization. The sentence supports the speech's main theme: the victory of humanity, compassion, and freedom over the leader's tyranny and oppression.

Data 44. Let us fight for a new world - a decent world that will give men a chance to work - that will give youth a future and old age a security.

Let	us	fight	for a new world - a decent world that will give men a chance to work - that will give youth a future and old age a security.
F	S	P	C
Mood		Residue	

Chaplin calls on the audience to actively participate in the fight against fascism in the quest for a better world that provides fair employment, a bright future for the next generation, and

security for the elderly. In this clause, he uses the imperative to call audiences to action. In addition, Chaplin urges everyone to unite in the fight against fascism and work toward a more fair and long-term vision for the world for the greater good of the security of all people. So that future generations may experience it.

Data 54. Soldiers! In the name of democracy, let us all unite!

Soldiers!	in the name of democracy	let	us all unite!
S	C	F	P
mood	Residue		Residue

Chaplin directly addresses the soldiers in his let us all unite imperative clauses. The message is one of urging cooperation and unity. The speech exhorts listeners to resist oppression, follow compassion, and work for a better world. Chaplin called on the soldiers to use their influence and power to effect positive change in the name of democracy and the principles it upholds. Chaplin further argues that people can effect positive change and fight oppressive forces by putting aside differences and collaborating.

Modality

The modality is a different system. Halliday & Matthiessen (2014) stated that modality expresses the speaker's opinion. People use this system to communicate their personal thoughts and feelings about the messages they deliver. It is also used to express how they are feeling at the time. There are two kinds of modality: Modalization and Modulation. There are two varieties for each of the two categories. While the modulation is divided into inclination and obligation, the modalization is divided into probability and usuality Halliday & Matthiessen (2004). In analyzing the Modality of Chaplin's speech, the researchers found 13 modalities: modulation and modalization. The Modality used in Chaplin is modalization probability and modulation obligation.

Table 3. The modality analysis distribution

Rank	Modulation		Modalization	
	Obligation	Inclination	Probability	usuality
High				
Median	1		12	
low				
total	1		12	
	8%`		92%	

From Table 3, the researchers found 13 modalities in Chaplin's speech. The table shows that Chaplin uses 92% of types of probability in his speech (*will*) and (*can*) in median value. And 8% types of obligation in his speech (*should*). Here are some examples of Modality in Chaplin's speech:

Data 4. I should like to help everyone - if possible - Jew, Gentile - black man - white.

I	should	like to help everyone -	If possible	Jew, Gentile - black man - white
S	F	Mood Adj.	C	Adj.
Mood		Residue		

The finite both expresses tense and Modality. The verb "should" is modal finite in the clause, which can be interpreted as an expression of obligation. The Modality depicts an action that Chaplin or the dictator was supposed to take.

Data 9. And the good earth is rich and can provide for everyone.

And	The good earth	Is	rich	and	can provide for everyone
Conj.	S	F	P	Conj.	C: mod

		Mood		Residue

From the example, "can" serves as the complement. The word "can" denotes the likelihood of the speaker's assertion. The word "can" in the compliment indicates that Chaplin thinks the good earth is plenty and can support everyone.

Data 28. The hate of men will pass, and dictators die.

The hate of men	will	pass	and	Dictators die,
S	F	P	conj.	C
Mood		Residue		

Chaplin employs a finite "will". "will" can be interpreted as a probability statement indicating future possibilities. According to Chaplin, this Modality illustrates the proposition's probability. Chaplin encourages the audience not to be frightened by the situation today. If they participate in the fight, the hatred of dictators will fade, and dictators will not exist. In addition, the people will regain the power that the dictator took. People can also feel freedom.

Data 29. and the power they took from people will return to people.

And	The power they took from the people	will	return	To the people
Conj.	S	F	P	C
	Mood			
Residue				

The clause *and the power they took from people will return to the people*. The finite *'will'* in the clause used by Chaplin gave people hope that they should fight against the dictatorial regime to regain their power. Moreover, if people unite to fight them, they will regain the power the dictator and regime robbed.

Data 53. Let us fight for a world of reason, a world where science and progress **will** lead to all men's happiness.

Let	us	fight	a world of reason, a world where science and progress will lead to all men's happiness.
F	S	P	C
Mood		Residue	

This sentence is finite 'will' expresses a vision and a call to action. The modalization – possibility here is conveyed through the idea that it is achievable to build a society based on reason and the positive impact of science and progress. The modality in this context emphasizes hope, optimism, and the belief that a better world is within reach if individuals come together and take action.

Discussion

Charlie uses film as a medium to criticize the Nazis at that time. Films can record culture, discuss political and social issues, and show various aspects of cultures that are difficult or impossible to notice with the naked eye. In the film, Chaplin becomes a dictator because he looks identical to the dictator Adenoid Hynkel, who is a parody of Adolf Hitler. At first of the film, he plays a Jewish barber. The Jewish barber looks identical to Hynkel. The barber suffers memory loss due to a plane crash during World War I. When he recovers, he returns to his barbershop, unaware of the political changes. Meanwhile, the dictator Hyenkel has risen to power and established a fascist regime. Due to their striking resemblance, the barber is mistaken for Hynekel by the authorities, and the barber is taken to the capital city, where he is celebrated as the dictator.

The barber is confused and frightened by the situation. Eventually, he got the opportunity to speak after the Minister of Propaganda delivered a speech propagating that freedom, democracy, and equality are merely words used to fool the people. All freedoms can only be possessed by the native race that they consider superior. Other races, apart from the native race, cannot have freedom and are heavily oppressed by the superior native race. The barber challenges the oppressive regime through his speech and calls for unity and compassion.

Chaplin's speech was heard by soldiers and civilians in the city, broadcast on the radio, and listened to by everyone.

Chaplin's film "The Great Dictator" is meant to push people to rebel against dictatorships and rulers who try to manipulate and control people. Chaplin also supports the equality of all people, regardless of their race, religion, or background. Additionally, he invites people to come together and support one another, emphasizing that differences should be abandoned. Chaplin's speech also seeks to raise awareness of the dehumanizing impacts of a machine mindset that puts efficiency ahead of human welfare. He warns direly against becoming "machine men" and losing our humanity. Chaplin's speech encourages people to value themselves, oppose injustice, and cooperate to create a peaceful society. Chaplin mostly uses Declarative in his speech, the declarative according to Halliday & Matthiessen (p.131 2004) In a declarative, the speech functional (interpersonal) type expresses the speaker's perspective. It means that Chaplin uses declarative speech to tell the problem from his perspective.

There are several ties to and possible interpretations of the ongoing conflict and the film "The Great Dictator." Chaplin emphasizes the significance of opposing and battling repressive regimes. Similar to the present conflict, some saw it as a fight against Russian aggression and an effort to maintain Ukraine's independence and sovereignty. The same problem was Germany's aggression against Poland. Furthermore, Chaplin's message urges people to stand together and support one another. There have been appeals for Ukrainian solidarity in the face of external threats and worldwide solidarity to protect Ukraine's territorial integrity in this particular struggle.

Furthermore, the speech also emphasizes the value of valuing and upholding human dignity, encouraging compassion and respect for others. Significant humanitarian issues in conflict have included displacement of people, fatalities, and human rights abuses. Chaplin's statement acts as a motivation to give attention to the rights and dignity of people who are impacted by conflicts. In a broader sense, the speech's main goal is to share basic facts about humanity, fight injustice, and seek a better world with people dealing with various issues and difficulties.

The results indicate 54 clauses in Chaplin's speech in the film. Chaplin mostly uses the indicative type of mood. The declarative form dominated the speech, showing up 44 clauses or around 81% of the time. However, the imperative only appears in 10 clauses, or around 19% of the time, throughout the speech. In his speech during the film, Chaplin employs both imperative and indicative types. This indicates that Chaplin used declarative phrases to enlighten listeners. Using declarative and imperative phrases, Chaplin aims to raise audience awareness of the danger that fascism poses, advance equality for human rights, promote solidarity and resistance to oppression, and promote hope for a brighter future.

In Chaplin's speech, the mood type of the imperative sentence also occurs. The imperative Mood is less common. The speaker uses the imperative mood to urge men to resist becoming slaves to fascism and to inspire all men to do so in order to achieve freedom, be freed from repressive laws that oppress the people, and put a stop to the greed of the elites. Chaplin also strives to inspire all citizens to fight for a future of peace where advancements in science and technology lead to happiness.

The researchers discovered that Chaplin used 13 modalities in his speech. According to the modality distribution, the speaker uses modalization-probability and modulation-obligation modalities. With 12 occurrences or 92% of the speech, modalization-probability type is the most frequently employed. This indicates that Chaplin uses the probability of "will" and "can" in the modal clauses.

Chaplin delivers his speech using the data's median values of probability and obligation. His speech's median value of obligation expresses something he is supposed to do but which may be changed or negotiated. From the analysis, Chaplin reveals that he compares the world with and without a dictator by using the median value of probability. He also used the median

probability value to convince the audience to oppose the dictator.

Based on the findings the researcher can determine Chaplin's Point of View, attitudes, and judgments toward people, especially men. In the data from speech, Chaplin mostly uses a declarative mood to communicate with his audience. His Imperative mood empowers the audience to fight for equality and humanity. The Tenor of discourse reveals that Chaplin's position in the speech is not equal to the audience. Researchers can interpret that Chaplin's position is higher than the audience because he knows the dictator's and his soldiers' injustice and inhumanity. Also, he gives hope to the audience if they unite to fight fascism.

In analyzing the speech, the researchers considered the clauses to find Chaplin's Point of view. According to Hartati (2015), Speech role analysis analyzes dialogue from a discourse point of view. This shows how individuals continually negotiate bonds of solidarity and closeness while playing out social roles. In the speech, Chaplin views his audience as weak, particularly soldiers. Chaplin calls on the soldiers to stop being the slaves of dictators and refusing dictator orders. He adds that individuals should not consent to be treated like animals or robots. Chaplin urges them to show their feelings and ideas and to refrain from hatred. He also urges people to fight for freedom rather than for slavery. Furthermore, It is clear from Chaplin's clause that he judges his audience as weak and lacking humanity.

Chaplin's speech in the 'The Great Dictator film is relevant to the current war. Based on the current situation, Russia is still invading Ukraine. The Russian president did what Hitler did in World War 2: invade his neighboring country. We all know Hitler invaded Poland in 1939, while Putin started his invasion of Ukraine in 2022. Russia has deployed many soldiers, from teenagers to adults, to help fight the war.

Conclusion

The researchers identify the interpersonal meaning in Chaplin's speech in the film 'the great dictator'. In his speech, Charlie spoke 54 clauses. Two moods appear in Chaplin's speech. The mood that most appears in the speech is declarative. Chaplin uses declarative to deliver his messages. The total of declarative speech is 44 clauses, and the imperative 10 clauses. The imperative in his speech was used to empower the audience to fight the dictator. Chaplin did not use interrogative because he intended to call on people to fight against fascism and injustice. Furthermore, the modality that appears is Modalization – probability 12 clauses from the total of 13 clauses of modality. The use of probability in Chaplin's speech is to give hope to people in that dark times. The modulation – obligation in his speech means what he wants to do.

Chaplin intends to inspire everyone to have the strength to fight the injustices of the dictator. In addition, Chaplin supports racial equality, justice, and peace for a better world. Moreover, Chaplin views his audience as being weak, particularly the soldiers. He judges the soldiers as cattle and a machine of the dictator. Furthermore, based on the mood analysis, Chaplin's role in the speech is not equal to his listener. Chaplin's position is higher than the audience's because he knows the dictator's and his soldiers' injustice and inhumanity. This study from the speech could provide information for people interested in mood and modality and the meaning of the speech related to the Russia-Ukraine war.

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BUILDING STUDENTS' INTELLIGENCE IN SD NURIL ISLAM PACITAN

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Abstract

This study aims to determine the teacher's strategy in building multiple intelligences and the obstacles experienced in developing multiple intelligences in students. This research is descriptive qualitative research. Data were collected through intensive interviews with school officials and teachers directly involved in students' daily learning. The interviewees were the grade 2 and grade 5 teachers of SD Nuril Islam Pacitan. Data collection was conducted on June 19, 2023. Researchers collected data by applying the following steps: observation to select schools that will be used as research locations, determine research locations, compile questions that will be addressed to sources, interview homerooms, researchers collect and compile data. The results showed that applying multiple intelligences at Nuril Islamic Elementary School is quite good. Children act and behave according to their age and can capture the learning provided according to the student's grade level. Teachers themselves must be more creative in creating a conducive learning atmosphere so that boredom does not occur and students can accept and apply the learning delivered by the teacher. The teacher must always be alert in dealing with some student problems if they have been unable to solve them. However, some less supportive aspects, such as qualified learning facilities and media, remain.

Keywords: Education, Learning, Multiple Intelligent, Students, Teacher

Introduction

Intelligence is the difference between humans and other living things. Intelligence can be a measure of a person's thinking ability. Intelligence in a person can be seen from their actions, thoughts, and learning process in everyday life. Intelligence is a process of rational and deliberate thinking to respond effectively to the environment (Weschler, 1944). Eggen & Kauchak (2010) also define intelligence as acquiring and using knowledge, solving problems, reasoning abstractly, and adapting to new situations. Feldman (2010) defines intelligence as the ability to understand the world, reason, and use resources effectively when faced with challenges. Henmon defines intelligence as the power or ability to understand. Sternberg (2009) defines intelligence as a purposeful and adaptive action or thought, whereas according to Utami (2019), intelligence can be nurtured, strengthened, or allowed to weaken.

Intelligence raises a lot of controversy because it gives rise to various definitions, tests, and theories. Arthur Jensen (in Santrock, 2007) argues that intelligence is generally inherited, and the environment typically plays a minimal role in influencing intelligence. Just like other human traits, each child's intelligence is also different. Many people assume that children's intelligence is inherited from parents who are also intelligent. A famous saying related to this is that the fruit does not fall far from the tree. According to Jensen (2007), for most people, environmental modifications can dramatically change their IQ scores. While genetic endowment may influence a person's intellectual ability, environmental influences and the opportunities we provide for children (and adults) will also make a difference.

Parents are an essential component in the process of children's intellectual development. According to Puspitasari (2017), parents' quality role in developing children's intelligence and emotional development gradually will encourage children's potential to grow into individuals who have high intelligence abilities, reasonable dynamic control, and intense mental and spiritual. Therefore, as children's most influential educators, parents must create a good environment during the education process. Without parents, children will lose their primary education intake, which causes them to lose direction and find it difficult to survive in real life (Jaelani & Ilham, 2019). According to Munajah (2021), teachers are essential in helping,

guiding, and transferring knowledge. Teachers have a strategic role in shaping the nation's character and developing student potential. The presence of teachers is irreplaceable by other elements, especially in our multicultural and multidimensional society, where the role of technology to replace the duties of teachers is minimal (Arifmiboy, 2016).

IQ, or Intelligent Quotient, is not a measure of intelligence. IQ is a qualification for the ability of rational thinking and logic (Pasek, 2015). According to the multiple intelligences paradigm (Gardner, 1993), it can be defined as an ability that has three main components, namely the ability to solve problems that occur, the ability to produce new issues that are faced to be resolved, and the ability to create something or offer services that will cause appreciation in one's culture. As the name implies, this theory means that human cognitive capabilities are better described in a set of potentials, skills, or intellectual intelligence, called intelligence (Fikriyah and Aziz 2018). According to (Armstrong, 2009) on multiple intelligences, Gardner seeks to expand the scope of human potential beyond the limits of IQ scores. According to (Najafi et al., 2017), the theory of multiple intelligences changed the traditional view of intelligence and mental abilities in education and cognitive science and significantly influenced educational procedures and training programs.

Based on the background description above, this paper is based on the importance of multiple intelligences in child development. The author is also interested and tries to study multiple intelligences further. There are differences in research from several articles. Therefore the researcher focuses on examining the role of teachers in developing multiple intelligences in elementary school-age children. In addition, this study also analyzes teachers' challenges in supporting the process of creating numerous intelligences.

Method

This research is descriptive qualitative research. Data was collected through intensive interviews with school officials and teachers directly involved in daily student learning. The interviewees were the vice principal of grade 2 as the representative of the lower grade, and the vice principal of grade 5 as the representative of the upper grade of SD Nuril Islam Pacitan. Data collection was conducted on June 19, 2023. The observers had to observe the actual situation in the school about how multiple intelligence was implemented in SD Nuril Islam. Observers used nine questions covering nine types of multiple intelligences given to the relevant teachers. The researcher collected data by applying the following steps: observation to choose a school that will be the location of the research, determining the location of the study, compiling questions that will be addressed to the sources, interviews with classmates, researchers collect and analyze and conclude data.

Finding and Discussion
Teacher strategies for building multiple intelligence

The theory of multiple intelligences was discovered and developed by Howard Gardner. Gardner defines intelligence as the ability to solve problems and produce products in various settings and real situations. Intelligence is not a person's ability to answer IQ test questions in a closed room independent of his environment. However, intelligence contains a person's ability to solve real problems in various situations.

Gardner's discovery of a person's intelligence has changed the concept of intelligence. According to Gardner, a person's intelligence is measured not by written tests but by how a person can solve real problems in life. Gardner (2003) suggests multiple intelligences because people have different powers of understanding and contrasting styles.

The types of multiple intelligences
Verbal-Linguistic Intelligence

Verbal-linguistic intelligence is the ability to use language, including one's mother tongue and foreign languages, to express one's thoughts and understand others. Using words is

the primary way to think and solve problems for people with this intelligence. Linguistic intelligence is also called verbal intelligence because it includes the ability to express oneself orally and in writing and the ability to master foreign languages.

From the research results, Grade 2 children struggle to express opinions and are still confused about speaking one language. This is also due to the habit of using language at home. Children are focused on academic and religious mastery, and foreign languages are one of the local contents that children are not too focused on, so they still have difficulty mastering foreign languages,

In general, grade 5 children can explain the main point but cannot yet elaborate their opinions widely, especially when the material requires them to discuss. Some of them are still unable to express their thoughts. They are still stiff because they are not used to it, but they can accept and understand the opinions conveyed by others.

The effect of the use of Indonesian at home, children have difficulty using their mother tongue, namely Javanese, and during school, children use Indonesian more often. Thus, children have not used Javanese. In addition, in mastering foreign languages, for example, English, children are still not used to it because this is caused by the exclusion of English from compulsory subjects in the classroom. So it can be concluded the consequences of the policy of eliminating English subjects can trigger a lack of children's ability to master foreign languages.

Logical-Mathematical Intelligence

Mathematical intelligence is the ability to reason, recognize patterns and rules. Logical intelligence can be defined as high reasoning ability. Children with this type of intelligence can analyze problems logically. They think conceptually about numbers, relationships, and patterns. Program Based Learning was implemented in grades 2 and 5, where they were asked to solve a problem and find a solution. During the implementation, Grade 2 and 5 children could provide a solution and reasoning for the given situation, but to present it, they tend to feel stiff because they are not used to this method. In mathematical logic, they could master mathematical methods as taught by the teacher, elementary mathematics.

Spatial (Visual) Intelligence

Spatial intelligence relates to the ability to accurately perceive color, direction, and space or, rather, the ability to understand images and shapes.
At the age of grade 2, children can understand shapes, flat shapes, and colors, but for direction, they only use gestures using an object in the same direction as the object in question. Of course, drawing becomes a fun activity. Students can recognize and use primary colors at this age even though they cannot provide appropriate gradations because this is taught in the upper grades.
For grade 5 students, teachers have taught students to mix colors to produce other colors, and students are free to create new colors as they wish. Students can also recognize directions but need directions using a compass or a guide from the teacher. Students have also been able to acknowledge flat and spatial shapes.

Rhythmic-Musical Intelligence

Rhythmic-musical intelligence is the capacity to think about music, such as hearing, recognizing, remembering, and manipulating musical patterns. Musically intelligent people have a strong appreciation for music, easily remember songs and melodies, understand timbre and composition, can distinguish differences between tonal patterns, and enjoy being immersed in music. The ability to play instruments comes naturally to people with musical intelligence.
SD Nuril Islam has extracurricular facilities such as "Duror," "Rebana" and a choir team. This can be a supporting component for implementing the process of developing students' musical intelligence and a venue for performances in school events. Most students are very interested in extracurricular activities that intersect with music. Besides the extracurricular side, teachers usually invite students to sing in class, especially when audio instruments generally accompany music-related subjects.

Physical-Kinesthetic Intelligence

Physical-kinesthetic intelligence is the ability to use the whole body to express ideas, feelings and use the hands to produce or transform something. People with an advantage in kinesthetic intelligence tend to have strong feelings and a deep awareness of physical movements. They can communicate well through body language and other forms of material behavior. They can also perform tasks well after seeing others do them, then imitate and follow their actions. However, people with this intelligence often feel uneasy when sitting for relatively long periods and even bored.

In grade 2 children, they usually learn to practice creating a shape according to the theme determined by the teacher using clay or plasticine. Besides that, they also create art using splashing techniques, practice sports and memorize Pancasila gymnastics.

In grade 5 students, they can create a work of their own hands or create something from the equipment they bring themselves, such as a source of electricity from a dynamo connected to a lamp. When the dynamo is turned, the lamp lights up, making a mini stove from a can perforated from the side and giving a candle inside to heat the bottom of the can that looks like a mini frying pan. Children also try to fry quail eggs. Being taught material from the teacher and then students practicing on their own either at school or home with assistance can free children to move according to their creativity. Besides getting it from the teacher, they also get ideas like that through the internet. In addition to hand creativity, they are active in physical activities such as sports, where grade 5 students often participate in competitions related to physical activities.

Interpersonal Intelligence

It is the ability to read social signs and signals, verbal and non-verbal communication, and appropriately adjust communication styles. People with high interpersonal intelligence negotiate relationships with skill and finesse because they understand the need for empathy, compassion, understanding, assertiveness, and expression of needs and desires.

According to the head of class 2, some children are active and communicative, such as when talking to the teacher. Some children do not want to talk if they are not spoken to. The percentage of children actively talking and not is 60% communicative, and 40% are still less communicative. Some children are intelligent when asking questions or criticizing the teacher. Children dare to come forward. Some children can be independent of an object that belongs to them or is their responsibility, and they can mingle and build good relationships like children. When they argue, the homeroom teacher must be available to intervene to provide a solution to the problem.

Grade 5 children build self-confidence in their learning and can communicate and have opinions. It's just that children in the choice of words are somewhat less precise but with a meaning that can be understood. They can get along with their peers even though they occasionally fight because they have unstable emotions and are influenced by puberty. The teacher handles the handling when there is an argument for separating the child who is arguing and tells to apologize and settle with the child's parents. So that parents do not also advise them at home and do not misunderstand. Usually, if a child is naughty when he is wrong and causes him to fight with his friend at home, he complains to his parents and even complains that his friend bullied him. Bringing together the parents of both parties to the quarrel aims to avoid misunderstandings between children and parents.

Intrapersonal Intelligence

Intelligence comes from understanding oneself thoroughly to face, plan, and solve various problems. People with this intelligence tend to have high self-awareness where they can process clear goals about everything done now and in the future.
In grade 2, students can understand their capacity. They can recognize an activity that they can do or not. Grade 5 students struggle while searching for their identity, so they still need

direction, such as telling them what to do or leaving something behind. However, they can recognize their shortcomings in certain areas that they understand.

Naturalistic Intelligence

This is recognizing and classifying various species in an environment, including flora and fauna. People with naturalistic solid intelligence are interested in the outside world or the animal world, which starts early in life. They love subjects, stories, and shows related to animals and natural phenomena.

According to Gardner, children with naturalistic intelligence can be more in tune with nature and its surroundings. They are susceptible and aware of the changes that occur in their environment. Providing opportunities for children to interact with nature and their surroundings is vital in enhancing this intelligence. While enjoying outdoor activities, children will also learn to appreciate and maintain the diversity of the natural environment.

To improve this intelligence in grade 5, the class teacher invites children to study outside the classroom, observe every growing plant and write it down as a simple observation. Improving naturalistic intelligence in grade 2 is enough by doing simple things. Learning that has been done is making crafts from clay. In addition, introducing the form of this activity can also improve students' motor skills to feel the difference between clay and other soils. Another activity in improving naturalistic intelligence is nature *tadabbur* activities, outbound carried out in the open with an exploration system, so in addition to getting material, students can also observe the surrounding environment.

Obstacles that hinder the development of multiple intelligences

Nawawi (1989) states that in addition to supporting factors, there are also inhibiting factors. These obstacles can come from the teacher himself, students, family environment, or facility factors. In this case, researchers identify the barriers that occur in developing multiple intelligences in SD Nuril Islam Pacitan students into two categories, namely internal and external factors of students. Where internal factors are components that come from the students themselves. The intelligence of each child is, of course, different. They have their abilities that have nothing in common with each other. This obstacle can be exemplified by children who are quickly bored and easily bored, which will hinder the child's learning process. From these problems, teachers must have creativity that can build student motivation and make students interested so that students can comfort themselves in learning.

Then, external factors are factors obtained from outside the student. External factors can be in the form of student support components such as facility provision. The school building of SD Nuril Islam is still new, so some facilities are still being sought, such as a library and several sports facilities. In addition, after digging deeper, some teachers are not teachers with a background in education majors. But in terms of experience, it does not significantly affect students. They are still able to accept the material provided by the teacher. However, teachers must be able to adapt themselves to the educational environment, which is a challenge for the teachers themselves.

The role of teachers in developing multiple intelligences at SD Nuril Islam Pacitan is crucial. They are vital catalysts in shaping and nurturing students' diverse intellectual capacities. First, teachers are responsible for identifying and recognizing the unique multiple intelligences possessed by each student. Through observation and assessment, they can better understand individual strengths and weaknesses, paving the way for personalized learning experiences. Second, teachers must implement diverse learning approaches catering to different intelligences. By using various learning methods such as visual aids, auditory materials, hands-on activities, and interactive group discussions, teachers create a dynamic and inclusive learning environment that encourages the development of multiple intelligences.

In addition, teachers act as facilitators of interactive learning experiences, encouraging active participation from students. They organize collaborative projects, role-playing exercises, and group activities that require the application of different intelligences. This approach

improves students' cognitive abilities and promotes teamwork and social skills. Support and positive teacher reinforcement are essential for students' self-confidence and motivation. Teachers instill a sense of accomplishment and confidence in their potential by recognizing and praising students' efforts in utilizing their intelligence. In addition, teachers are well-equipped to identify and address learning barriers that may hinder students' development of multiple intelligences. By offering guidance, patience, and encouragement, they help students overcome challenges and unlock their full cognitive potential.

Conclusion

In conclusion, this research on building students' intelligence at SD Nuril Islam Pacitan has shed light on applying multiple intelligences in the school setting. The study utilized a descriptive qualitative approach involving intensive interviews with school officials and teachers directly engaged in students' daily learning. The 2nd-grade teacher and 5th-grade teacher of Nuril Islam Pacitan Elementary School were the primary interviewees.

The research findings indicate that implementing multiple intelligences at Nuril Islamic Elementary School is reasonably practical. The student's behavior and performance align with their respective age groups, demonstrating an adequate grasp of the curriculum tailored to their grade levels. The teachers play a significant role in fostering a conducive learning environment, which helps prevent boredom and encourages students to engage with the material presented actively.

However, the study also highlights specific challenges that hinder the optimal development of students' multiple intelligences. One notable obstacle is the lack of well-equipped learning facilities and media, which can limit the scope and effectiveness of the teaching process.

To enhance the multiple intelligence development of students at SD Nuril Islam Pacitan, the school administration and teachers must address the existing shortcomings in learning facilities and media. Investing in qualified resources and innovative teaching tools can significantly contribute to a more comprehensive and enriching student educational experience.

Furthermore, teachers should continue exploring and employing creative approaches to instruction, allowing for diverse learning opportunities catering to individual students' unique intelligences. By being attentive to students' needs and challenges, teachers can provide the necessary support to help students overcome any difficulties they encounter in their learning journey.

Overall, the research emphasizes the importance of a collaborative effort among school officials, teachers, and other stakeholders to improve the application of multiple intelligences in the school continuously. By doing so, SD Nuril Islam Pacitan can nurture well-rounded and intellectually capable students better prepared for future challenges and opportunities.

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PARENTS STRATEGIES TO DEVELOP ENGLISH COMPETENCIES AT HOME

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Abstract
This study aims to determine parents' perceptions regarding learning English for children at home, determine parents' strategies for improving children's English language competence at home, and identify the obstacles parents face when accompanying children to study at home. In this study, researchers used descriptive quantitative research methods. Data were collected from 20 respondents, of which 55% were parents of 4th, 5th, and 6th graders, and 45% were parents of 1st, 2nd, and 3rd graders. The respondents were parents of elementary school students collected by random sampling. The data was collected from June 11 to 13, 2023. The researcher collected data by making a questionnaire using Google Forms media and then distributed it online to parents of students. Then the data was qualified based on the data obtained. The results showed that all data sources (parents) consider learning English at home essential for children. Other results regarding parents' strategies to improve children's English competence at home are by enrolling children in English courses (25%), using media and posters (25%), daily conversations (20%), introducing and memorizing basic vocabulary (15%), reading children's books (10%), singing in English (10%), and other strategies (5%). Another finding of this study is that 85% of parents experience difficulties when accompanying children when learning English, and the remaining 15% do not experience problems when attending to children learning English at home.
Keywords: Competence, strategy, parents, children, English language

Introduction

In the era of globalization, especially in the 21st century, English is a critical language. This is evidenced by the many countries that use English as a language included in school lessons, even as a second language after the mother tongue. Rao (2019) states that in the twenty-first century, the entire world has become narrow, accessible, sharable, and familiar for all the people living on this earth as English is used as a common language even though there are some variations in habits, cultures, traditions, regions, and distinctive aspects. Boraie (2018) states that English is today's global lingua franca, and its dominance is driven by education as well as science and technology, which in turn means that English is used as a subject and language of instruction, especially in higher education and the global economy, and is considered essential in employment, media, and education. As English has common qualities, it has been accepted as a worldwide language among speakers of thousands of different languages. The agreement and recognition of English as a global language, of course, has many impacts in the era of globalization, especially on the younger generation, both in the fields of education and the international world, according to Ibrohimova, Ziyaboyeva (2022) in the age of globalization, English is playing a pivotal role in job opportunities, global mobility, and access to information.

Therefore, it is essential to provide good education about English for the younger generation so that in the future, they are expected to be able to compete with the rapidly growing world of globalization. In today's globalized world, the importance of English cannot be denied and ignored since English is the most significant common language spoken universally (Nishanthi, 2018). Several factors are behind the development of English for students, such as family environment, school environment, and teacher quality. According to Anam, Afroni (2021), the factor that supports teachers in carrying out introductory English learning is that the institution provides facilities that teachers can use at any time to create English learning media. In learning English, students' maturity varies greatly. Some children have very high learning motivation and develop faster, while others grow slowly and have low motivation in learning, so they are slower in learning acceptance. Students are highly motivated in class due to parental support, learning activities, and assignments. The teacher's role and contribution influence the

students' positive attitude toward learning English (Abrawi, 2022). McKinley, Thompson (2018) states that research shows that testing and assessment have significantly affected language teaching. Some students appreciate that local teachers can use English to improve understanding and communication in English, and they also believe local teachers are much more able to understand students' difficulties and needs. In addition, they also appreciate the local teachers' teaching style in providing English language practice (McKay, 2018).

Schools have an essential role in improving students' ability to understand English. In addition to providing facilities and infrastructure that support student learning activities, it is hoped that schools will also be able to offer qualified educators to help student development. Pictures, realia, technology in the classroom, and hands-on activities can help students recognize the meaning of vocabulary words explained by the teacher (Lu, Chien, 2022). Sulistiyo, Haryanto, et al. (2019) states that English as a subject tailored to local needs raises several issues, such as the absence of official curriculum guidelines, the quality of English teachers, and the lack of learning resources and facilities. The school is also expected to be a forum for parents to exchange strategies for supporting their children in developing English so that there will be a valuable knowledge exchange among parents, schools, and teachers (Gao, 2012). In addition to the factors mentioned above, parents' strategies in helping students to improve their English language skills are also essential, especially when students are at home.

Parents can apply several strategies to develop their children's ability to learn English, one of which is, according to Duursma et al. (2008), reading aloud to young children, especially in an engaging manner, promotes emergent literacy and language development and supports the relationship between child and parent. Creating a home environment that supports English language activities, using English in everyday life, using mobile devices to improve English skills, and playing games in English, can be one of the alternatives to help develop children's English competence at home. Mobile applications can be used as an educational tool in teaching English as a second language, such as using children's stories, so that young students who may be interested in improving their vocabulary, listening, comprehension, and pronunciation skills without the help of a teacher, and of course, it is very beneficial (Cavus, Ibrahim, 2016). Chou (2012) states that games, songs, and stories positively affect the learning and improvement of student English vocabulary, especially for young learners. Yildirim and Akcayoglu (2013) state that strategy-based English teaching positively impacts children's English language skills and allows them to enhance their talents further to make their language learning easy, fun, effective, and understandable. Of course, each parent has a strategy to help their children learn to improve their English.

Although there are several studies on parental strategies in improving children's competence in English, such as research conducted by Xuesong Gao with the title Parental Strategies in Supporting Chinese children learning of English Vocabulary in 2012, that parents focus on developing children's English competence by sending them to elite schools and providing material resources and social network resources, while the research that the researchers conducted focused on the strategies of middle-class parents to develop children English competence while at home, therefore, researchers conducted a study to find out the extent of the parents' strategy in their efforts to establish English competence at home, how the strategies they apply and to what time the effectiveness of these strategies is involved in the development process.

Method

This research is a descriptive quantitative study. Data was taken from 20 respondents by random sampling. The respondents were parents of elementary school students. The parents' questionnaire consisted of 13 questions with 12 open-ended, namely regarding the importance of learning English for children in the opinion of parents, whether or not understanding English at home was necessary or not, whether learning assistance was important for children in

improving English language competence, strategies that parents did in teaching English to children, the use of media in teaching, how to build enthusiasm in children in learning English, things parents did to make children understand the material, things parents did to keep children focused on learning, mentoring and specific strategies that were effective, strategies parents do to children in certain situations, the difficulties experienced by parents, and factors that make it difficult for children when learning. One closed-ended form, namely the classification of parents of children according to class, including the lower class, namely 1, 2, and 3, and the upper class, namely 4, 5, and 6. The research was conducted from 11th-13th June 2023. The researchers collected data by applying the following steps: the researcher created a questionnaire instrument with Google form, the researcher distributed the questionnaire online to 20 respondents, the researcher collected the data, the researcher analyzed the data, and the researcher classified the findings. The researcher displayed the data, and the researcher concluded.
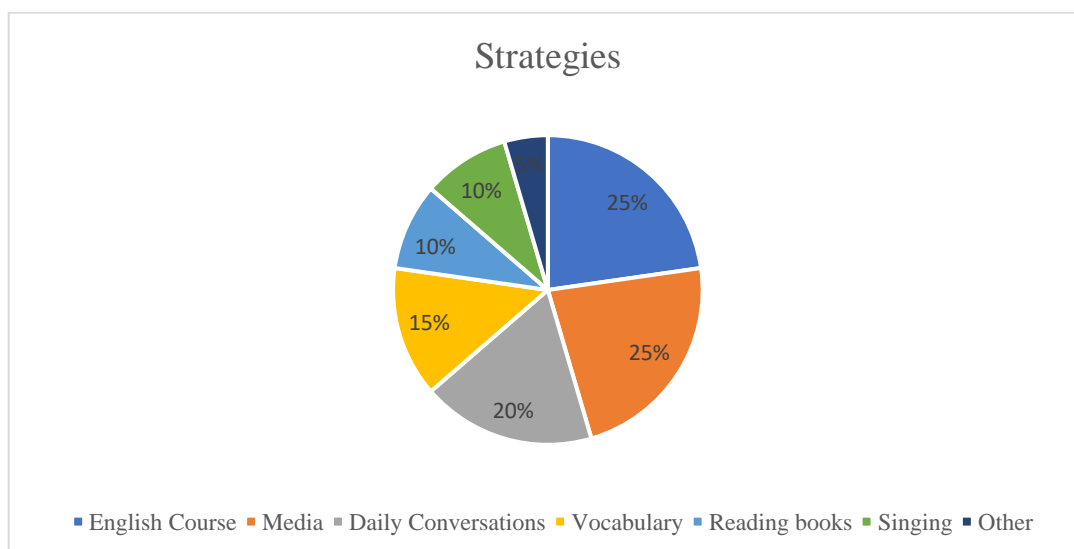
Findings and Discussion
Parents' perceptions regarding learning English for children at home

Based on the results of research data shows that all parents' perceptions regarding learning English for children at home are essential to do. In the opinion of parents, learning English is vital because if they are fluent in English, it will affect children's skills in the future when children can communicate with a wide range if one day these skills are needed, it can be started by getting children used to using simple words. Parents believe that learning English is essential, especially for everyday language. According to parents, learning can be started with light things first. Parents also think accompanying children when studying at home to improve their English language competence is essential. This is supported by the opinion of some parents who state that teachers of children are not only from schools but parents are also teachers for children when at home. Another statement says that parents are guides for children when they are at home. Therefore learning assistance for children is very important to do. Apriyanti, C. (2019) states that Parental involvement in children's education is crucial. This has a significant positive effect on the development of children's competence.

**Parents' strategies for improving children's English language competence at home**

Apriyanti (2021) in Sáng et al. (2019) state that parents must combine learning material from teachers with their creativity. Innovative development education should be the main focus in parenting and educating children in the current era. The findings show that parents have various strategies for teaching children English.

Strategies

- English Course ■ Media ■ Daily Conversations ■ Vocabulary ■ Reading books ■ Singing ■ Other

This picture shows the Parents' strategies for improving children's English language competence at home. 25 % of parents use strategies for their children to take English courses and 25 % use media. The media used by parents, among others, through gadgets, namely Google Translate and YouTube applications, through print media such as books, dictionaries, and posters. 20% of parents. 20% of parents apply simple conversations in everyday life to teach children. 15% of parents use vocabulary memorization with their children. Vocabulary memorization is implemented simply by mentioning objects around, the names of animals and fruits, and then translating the vocabulary. 15% of parents use strategies by telling their children to read books. The books used are in the form of printed books from schools and dictionaries. This is done repeatedly until the child understands. 10% of parents use English teaching strategies through songs. The children were asked to sing the song. The songs are sung, for example, the names of body parts. Through children's songs, it is hoped that it will be easier to understand vocabulary. 5% of parents use other strategies to teach their children English, namely by inviting them to tell stories.

In increasing English competence in children, parents also build enthusiasm in children. Some of the things parents do include motivating their children by providing information about the importance of English in their children's lives in the future. In addition to encouraging children with the statement that if children can speak English, they can talk to foreigners. Another way is to provide support to the child. Parents think that they must continue to support what children are doing, don't break their enthusiasm when children have not got satisfactory results. Some parents provide support by accompanying children and giving praise to children. In accompanying children when learning English, steps taken by parents so that children understand the material include interpreting vocabulary, repeating material explanations until children understand, applying memorization techniques, giving examples to children, and inviting children to participate directly. When providing English learning assistance, parents' strategies to keep children focused on learning include mentoring, creating a conducive environment and exciting lessons, giving short breaks as breaks, and singing. Strategies that parents do when children have to learn on their own for specific reasons include asking questions to children, monitoring remotely, and utilizing the use of media as a substitute for parents in learning.

Obstacles faced by parents in teaching children at home
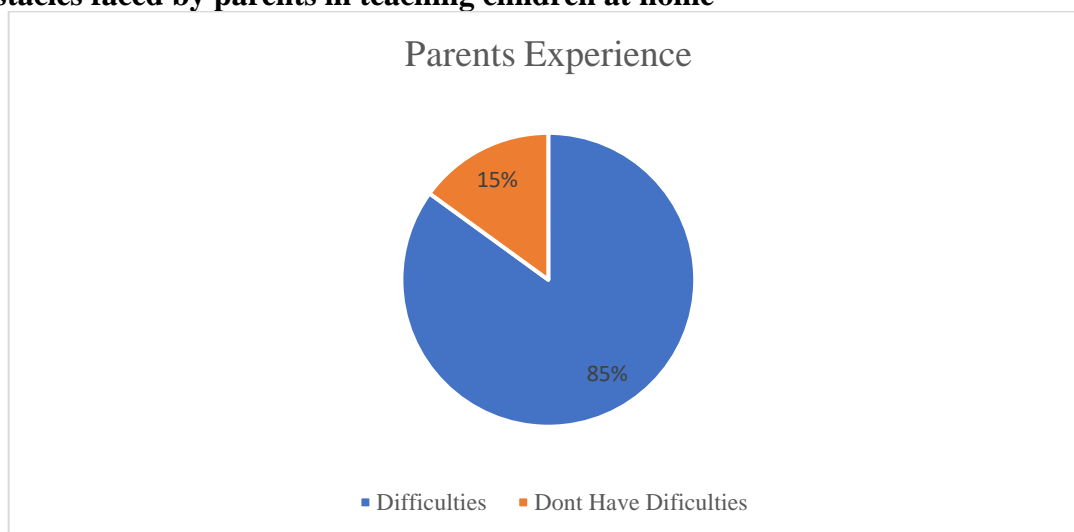
From the results obtained from the research, parents experience difficulties when teaching children to speak English at home, as much as 85%, and the remaining 15% do not experience difficulties. Difficulties parents face include distractions from the surrounding environment while learning, children who are too focused on playing with cellphones, low motivation to learn, and children's difficulties in pronouncing and memorizing vocabulary in English and

material that is quite difficult. This is as expressed by respondent number 15, who stated that environmental disturbances could be a factor that makes it difficult for children to learn, followed by respondent number 19, who revealed that the material is too heavy so that it becomes an obstacle or factor that makes it difficult when teaching children at home, followed by the statements of respondents number 1, 3, 5, 10, 14 who stated that children's difficulties in pronunciation and pronunciation are also a control for parents, followed by respondents number 4, 6, 7, 8, 11, 12, 13, and 20 who stated that children are too focused on cellphones do parents face obstacles, followed by statements from respondents number 9 and 3 who noted that the lack of motivation to learn children is also an obstacle for parents to develop children's competence in English.

Conclusion

The research shows that 20 parents agree that English is essential to education. Other results regarding parents' strategies to improve children's English competence at home are by enrolling children in English courses (25%), using media and posters (25%), daily conversations (20%), introducing and memorizing basic vocabulary (15%), reading children's books (10%), singing in English (10%), and other strategies (5%). Another finding of this study is that 85% of parents experience difficulties when accompanying children when learning English, and the remaining 15% of parents do not experience difficulties when accompanying children learning English at home.

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IMPROVING STUDENT VOCABULARY THROUGH WORD CARD IN SD N 2 JETAK TULAKAN 2023/2024

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Abstract
This research aims to know the implementation of word cards in improving students' vocabulary mastery. The researchers used classroom action research. The subjects of this study consisted of 20 grade III students. To collect and analyze data, researchers treated the students using word cards and obtained information from observations, interviews, and documentation. The two cycles in each cycle consist of planning, action, observation, and reflection. Based on the results of this study indicate that there is a development in students' vocabulary learning. The results of this study suggest that there is a development in students' vocabulary learning. It could be that the average pre-test score is 93.2. The average value of the post-test cycle I was 95.9, and the average of the post-test cycle 2 was 97.9. Success criteria achieved. In addition, the second criterion is that students become more active and think critically involved in the learning process. The results of observations and interviews show that students are engaged, responsive, and involved in class. The researcher concluded that: First, teaching vocabulary to third-grade students at SD N 2 Jetak Tulakan was very good; before starting the lesson, the teacher prepared lesson plans, materials, and media. Students actively apply knowledge, skills, and understanding to succeed. Second, students are active in learning new vocabulary in grade three. Students are very active and pay attention to the teaching and learning process. They have good manners, good religion, and are friendly. And with the teacher using the word card method, students are more enthusiastic and motivated in the learning process.
Keywords: Improving, Vocabulary, Word cards

Introduction

In the era of globalization, as we are experiencing today, technology continues to progress. So that with the development of technology, English is appropriate to be mastered in facing various challenges in this modern era. Therefore, one of the goals of learning English is to help students communicate both orally and in writing. So that when speaking in English, they understand what is being said or written in a letter, article, and so on. And vice versa, when they want to communicate with the other person, they share smoothly without any difficulties. Vocabulary needs to be introduced as early as possible. Children have a remarkable ability to memorize words than an adult. That is why learning English in elementary school is essential. When students master English, especially vocabulary, in elementary school, students would not complex to enter the next level of education (Apriyanti, 2020). The researcher believes that parental involvement and vocabulary mastery have a relationship that influences each other (Apriyanti, 2021).

Mastery of English in everyday life today interests everyone who will change the world of education and industry. In Indonesia, the use of foreign languages is increasingly widespread and is increasingly favored by schools and various international programs (Wijana, 2018). This phenomenon is magnificent because it can help students master English in their school environment other than in specific courses or institutions. There are four aspects of English skills: listening, speaking, reading, and writing. In addition, two essential components support this aspect: vocabulary and grammar. This is important to master in learning English (Wibowo et al., 2021).

Vocabulary is vocabulary in the early stages of language learning, where vocabulary plays a vital role in learning English (Asyiah, 2017). The reason vocabulary is known for the first time is that vocabulary does not have rules or formulas like grammar. When we listen to

conversations or songs in English, with the vocabulary we already know, we will quickly understand what we hear. Likewise, speaking, expressing, or conveying something, takes several vocabularies we can choose. As with reading, the vocabulary we master makes reading more enjoyable because we can understand every word used in the reading. And even in writing, when writing, we can use several vocabularies to produce a sentence. The terms used by students in daily conversation activities are always in the form of words consisting of nouns, verbs, adjectives, and adverbs.

According to Kridalaksana (1993), vocabulary is the same as the lexicon. The lexicon is (1) a language component that contains all information about the meaning and use of words in the language; (2) the wealth of words owned by a speaker, writer, or a language, (3) a list of words arranged like a dictionary, but with brief and practical explanations (1993). At the same time, vocabulary in KBBI (2001) is defined as vocabulary. Words in language activities are generally limited to words that are often used. The language community cannot use all the words in a language. So in terms of speaking or writing, passive vocabulary is rarely used or never used by someone in speaking or writing. But these words are still a language's vocabulary (Bukhari 1995).

In the learning process, it turns out that the students' low mastery of vocabulary greatly influences their competency achievement. One of the causes of low vocabulary mastery in students is their lazy attitude, mainly their laziness to open/read the dictionary, which, when opening or reading the dictionary, can add to our vocabulary. The techniques and methods used to improve vocabulary mastery in students and also know the right way of learning language. Namely, the Word Card method is expected to increase students' vocabulary; the media used is quite simple, namely in the form of words written on white cardboard with a font size of 5 x 5 cm, letters written in red capital letters (Rohman, 2010).

Word Card media can be used to develop vocabulary in aspects of language development. This card is played by showing it to the child and scanning it. Word card media belongs to visual-based media. Visual-based media plays an essential role in the learning process. Janu Astro (May Lalu, 2011: 15) suggests several advantages of Word Cards. Word card is easy to carry around. With a small size, Word Cards can be stored in a bag or even in a pocket, so they don't require ample space and can be used inside or outdoors. Word card is practical. Judging from how to make and use it, Word Card media is efficient. In using this media, the teacher does not need special skills; this media does not need electricity. If we use it, we just have to arrange the word order according to our wishes and ensure the word position is right and not upside down. It's easy to remember that the characteristics of Word Card media present short messages on each card offered. This short presentation will make it easier for students to remember these messages. Fun Media Word Cards can be used through games. For example, students compete to find one object or specific name from Word Cards that are stored randomly. The above description is the advantage of Word Card media, while the weakness of Word Card media is that children can only know and understand words only as words on Word Card media.

Method

This research is classroom action research (CAR). In this research, the writer gives the students a pre-test of vocabulary knowledge based on their English materials. It is given to know their vocabulary mastery. After presenting the test and learning students' vocabulary mastery, the writer finds what kinds of words they must provide and then give those words to the students by using word cards. The research consists of 2 cycles. At the last of each cycle, the writer gives the students a test to know their vocabulary progress.

The first cycle was held on Monday, 12 June 2023. The author gave pre-tests to students about parts of the body, and then students worked on questions consisting of the ten numbers provided. In the second cycle, the writer gave Post-test 1 to students about vocabulary animals, which consisted of 10 numbers—the third cycle, held on Tuesday, 13 June 2023. The researcher

provides students with Post-test 2, or the last test, about vocabulary fruits, consisting of 10 numbers.

Findings and Discussions
The Implementation of Word card
Pre Test

At the first meeting, before it was held in cycle 1, the researcher had a pre-test to determine the students' vocabulary mastery before the word card media was implemented. The researcher found an actual score in achievement before the post-test cycle 1 and 2. Before that, the researcher conducted class observations. First, the researcher asked students to count the number of students in class. Second, ask students to introduce themselves one by one. After the students understood the word cards, the researcher conducted a pre-test, and the students answered the questions. The results affect efforts to increase student competence. The results of the pre-test are presented in the following table:

Table 1. The Result of Pre Test

No	Nama	Pre Test
		Part of Body
1	Aq	100
2	Ai	58,1
3	Af	74,7
4	Al	100
5	Af	100
6	An	83
7	At	74,7
8	Aq	74,7
9	Ar	66,4
10	Ca	83
11	Du	100
12	Da	83
13	Ds	58,1
14	Kn	100
15	Ra	66,4
16	Ri	66,4
17	Rb	83
18	Sa	74,7
19	Si	100
20	Yn	74,4
	Amount	932
	Mean	93.2

The table above shows that the average student competency is 93.2. Researchers can conclude that third-grade students at SD N 2 Jetak Tulakan still have low vocabulary mastery among some students. This condition becomes a problem that must be solved, and the researcher uses word card media in class at the next meeting. The researcher hopes that the media used in class can help improve students' vocabulary.

Cycle 1
Planning

In this phase, the researcher made an action plan based on the problems faced by students in mastering vocabulary. Researchers prepare the media to be used in the teaching and learning process.

Action

In this action, the researcher started the lesson by greeting the students. Then the researcher checked the presence of students and whether students were absent or not. After that, the

researcher taught material about English vocabulary, and the topic was using word card media. After students were taught about the material, the researcher focused on using word cards to teach vocabulary. The researcher explained about using word cards to students, then asked students. Students must be able to answer questions. The researcher uses word card media and invites students to pay attention to how to use the media.

Furthermore, the researcher asked the students whether they still experienced difficulties or difficulties in understanding the material. Then the students answered that they understood the material well. From this activity, researchers can conclude that students understand the material well.

Observing

In this phase, the researcher observed the students' problems in the teaching and learning process. Most students did not pay much attention to what the researcher explained, but after the researcher demonstrated how to use word cards, the students began to pay attention to the researcher. It is easy enough to use the word card because they are familiar with the process. The vocabulary deals much with the material.

Reflecting

The researcher planned to increase the vocabulary of teaching and learning. The researcher needed to prepare the second cycle of the action research more carefully.

Table 2. The result of Post-Test Cycle 1

No	Nama	Post Test 1 Animals
1	Aq	100
2	Ai	100
3	Af	100
4	Al	80
5	Af	80
6	An	100
7	At	100
8	Aq	90,5
9	Ar	100
10	Ca	100
11	Du	100
12	Da	80,5
13	Ds	70,5
14	Kn	100
15	Ra	100
16	Ri	100
17	Rb	80
18	Sa	90
19	Si	100
20	Yn	100
	Amount	1630
	Mean	95.9

The cycle process aims to find the extension word card media to improve vocabulary learning. The researcher proved the effectiveness of word card media in increasing students' vocabulary. Word cards can be expressed to students in the teaching and learning process. From the table above, it is clear that student's scores on the post-test. There is an increase in the average value of students. The student's middle grade is 95.9. This is an additional score. The post-test showed better results than the students' pre-test. This means that the word card media effectively improves students' vocabulary processing, and the word card media is expanded to enhance vocabulary learning.

Cycle 2
Planning

After finding the students' vocabulary mastery on the preliminary test and post-test cycle 1, the researcher gave post-test cycle 2 in this meeting. In this meeting, the researcher wanted to understand about an increased or not in students' vocabulary used word card

Action

The researcher checked the students' attendance and whether there were students absent or not. The researcher also attacked the students' attention with some questions related to the material. After that, the researcher gave students achievements in post-test cycle 2. While the students their achievements, the researcher helped the students who got difficulties understanding in material to use word cards, and the researcher could conclude that the students had understood the material well before ending the meeting to motivate the students to always study well and diligently not only at school but also at home.

In this phase, the researcher observed the students' problems of achievement based on the post-test, and the result of the average students' responses in the second meeting was good. Students began paying attention to the researcher's explanation.

Reflecting

Based on the observation in the second meeting, the result of all test and that in the second cycle, word card was also influential in helping increase students' vocabulary can saw in average achievement scores.

Table 3. The result of Post-Test Cycle 2

No	Nama	Post Test 2 Fruits
1	Aq	100
2	Ai	100
3	Af	100
4	Al	100
5	Af	100
6	An	100
7	At	100
8	Aq	100
9	Ar	100
10	Ca	100
11	Du	100
12	Da	70,5
13	Ds	90
14	Kn	80
15	Ra	100
16	Ri	100
17	Rb	90
18	Sa	100
19	Si	100
20	Yn	100
	Amount	1860
	Mean	97.9

In this cycle, the researcher proved the effectiveness of the word card media and the extent to which the process two post-test increased students' vocabulary scores. In the previous test, the average score was 95.9; in this test, the average score was 97.9. The researcher believes that learning media effectively improves third-grade students' vocabulary learning. Up to the last post-test, the average value of students continues to increase. Then the table of student competency categories shows that student competency values are excellent. This indicates that the post-test of the second cycle 2 is better than the post-test of cycle 1.

Student Characteristic and Responses
Good Manners

In "Behavior Theory," it is stated that a person's behavior can be observed and explained as a form of response to various kinds of stimulus experiences that have been experienced. So politeness is a good habit, and the environment agrees. The students prioritize courtesy at SD N 2 Jetak, especially in third grade. The students behaved well. They show respect for elders and respond with good responses.

Good Religion

At SD N 2 Jetak, this is very much applied in religion, such as praying before and after studying. Faith is vital in regulating life and directing it toward the common good. The role of religion in the daily lives of students is enormous. Because of the rise of negative behavior that can cause students to do things that are not desirable, therefore SD 2 Jetak is very organized in religious life, and the students have implemented and implemented it.

Friendly

At SD N 2 Jetak, the students are very friendly. When the researchers came, the students greeted, greeted, shook hands, and escorted them to the principal's office. When given lessons, children pay attention, often ask for material that is not understood in a friendly manner, and always prioritize courtesy. Kindness needs to be used every day. Good habits will develop into a character in a child.

Conclusion

This research is about improving students' vocabulary learning by using word cards for the third-grade students of SD N 2 Jetak in the academic year 2023/2024. The researcher will determine whether word cards can improve teaching-learning vocabulary to the third-grade students of SD N 2 Jetak. The media of word cards effectively increases vocabulary learning for the third-grade students of SD N 2 Jetak. The results showed that their vocabulary learning constantly increased in the pre-test, post-test cycle one, and post-test cycle 2. The student's vocabulary is increased. It saw off the average score on the pre-test is 93,2 in the first cycle 95,9 and in the second cycle is 97,9

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CYBERBULLYING ON SOCIAL MEDIA BY TEENAGERS

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Abstract

This research aims to find out students' understanding of cyberbullying, the pattern of cyberbullying that occurs in teenage students, and identify strategies to overcome cyberbullying. This is descriptive quantitative research. The data were gathered from June 9, 2023, until June 14, 2023. The respondents were the students in grade X of SMKN 3 Pacitan. The instruments were distributed to 194 students. The processes the researcher took for collecting data were as follows: choosing the school that would serve as the research location; selecting the best method for collecting data; making the observational instrument collecting the data; submitting the observation results through Google Forms. The Google Form consisted of questions related to understanding cyberbullying, kinds of cyberbullying, and strategies for handling cyberbullying. The result shows that most % of the students, 52%, already knew about cyberbullying, and 48% were unaware of cyberbullying. Students receive unkind words from strangers on social media 35%, and 65% do not experience it. In this case, students get cyberbullying in a pattern of verbal. 22% of people posted Students' photos on social media without permission, and 78% did not experience it. Students in this situation experience hiding their identity as a kind of cyberbullying. Students accused on social media 13%, and 87% did not share it. In this case, students get cyberbullying in the pattern of forgery. Strategies to overcome cyberbullying are that students must have the courage to tell parents, teachers, or friends that they have experienced cyberbullying, and that person must take it seriously.

Keywords: Cyberbullying; social media; teenagers

Introduction

In this 21st century, technology is rapidly developing. Technology makes human behaviors more efficient by enabling people to do works more quickly. Technology has improved every aspect of our life, from networking, communication, healthcare, and transportation. According to Donner (2006), mobile phones provide their owners with advantages, including mobility and security. A more practical and affordable way to bridge the digital divide has been thought to be the mobile phone (Wade, 2004). The finest thing is technology constantly improves by enabling more sophisticated functions. Mobile phones contain many platforms. "social media" refers to communication techniques where people create, distribute, and exchange ideas and knowledge in virtual communities and networks. Faull (2013) states that another split in literature demonstrates how social media is becoming increasingly significant to consumers and a part of daily life (Kamila, 2019). Van Looy (2022) in Sian Anderson (2023) states that social media encompasses several platforms, including social networking sites, microblogging services, media-sharing, and messaging services that enable communication within and between user groups. In a safe setting, it allows people to converse with one another and share ideas.

Young people, especially teenagers, are increasingly using social media. Correa (2010); Courtois et al. (2009); Park, Kee & Valenzuela (2009) state that young people were chosen as the target demographic because they are the majority of social media users (Heinonen, 2014). Social media offers many conveniences that make teenagers enjoy accessing it for a long time. The main reasons people access social media include filling their free time and seeing the latest information. Teenagers use social media as a means to fulfill their high curiosity about various details and to get this information quickly and in a short time. Shao (2009) states that social media users were divided into three groups based on their social media conduct and motivations. First, users read other people's posts on social media to get information and

amusement. Second, participants regularly commented on other people's content while using social media for community building and social connection. Third, the motivations behind uploading social media content were self-expression and self-actualization, even though these three actions—consuming, participating, and producing—were categorized as separate activities.

There are advantages to social media as well. In a disastrous situation, social media may be helpful since it gives individuals new ways of staying connected with friends and family, looking for support, and assisting those in need (Denis, Hughes & Palen, 2012). Additionally, it has improved persons with impairments' productivity. Social media can be used to promote groups, companies, and causes in addition to staying current with fashion and news. Most studies investigating the viability and possible advantages of employing mobile devices for distance learning in this field are still very early (Stone et al., 2003; Traxler & Leach, 2006). Through publishing images, blogs, individual articles, videos, audio snippets, and other types of content on social media, students can express their emotions while showcasing their accomplishments. However, social media provides numerous benefits to teenagers. Other studies, social media creates 'loners' among young people and that those who use it frequently exhibit narcissistic traits (Richards et al., 2015). Social media can also negatively affect teenagers, distracting, disrupting sleep, and putting them in situations where they are subjected to peer pressure, gossip, and bullying. However, social media has a "dark side," as it can be abused by others and teenagers, normalizing risk-taking behavior and creating incorrect expectations for body appearance and sources of fame. The risks could be tied to how frequently teenagers use social media.

According to Limber & Small (2003), bullying hasn't generally been viewed as an issue that must be addressed but rather as an essential and expected aspect of growing up. Bullying is a long-standing societal issue that frequently spreads from the schoolyard to the workplace (McCarthy, Rylance, Bennett & Zimmermann, 2001). It could be described as the abusive use of force or compulsion in dealing with a person. Persistent hostile conduct is maliciously destructive and unprovoked (Peterson, 2001). Additionally, it appears that cyberbullying is an increasing issue. It has been acknowledged that online harassment is on the rise. Deborah, Patrina, and Henry (2015) state that cyberbullying is the purposeful dissemination of untrue, offensive, or embarrassing data regarding another person via digital media. However, a new sort of bullying has just emerged using the numerous forms of technology that are now available. Children and teenagers frequently utilize the issue of cyberbullying to hurt other people (Campbell, 2005). Bullies increasingly use websites, email, text, chat rooms, mobile phones, and webcams to engage in cyberbullying. The self-worth of teenagers and body images might be damaged by comparing themselves to the edited photos of other teenagers.

Based on Cyberbullying Research Center's findings, 64% of victims of cyberbullying claim that it interferes with their capability to learn and feel protected at school. They are also more prone to mental and behavioral problems. Deborah, Patrina, and Henry (2015) state that cyberbullying can have serious consequences, such as despair, anxiety, social isolation, and in rare cases, suicide. Based on a National Center for Education Statistics article, 19% of bullied kids claim that the experience had a detrimental impact on their moods, friendships, family ties, and performance in school. Cyberbullying is a growing issue for teenagers, with potentially even more severe outcomes than traditional bullying in the schoolyard.

This paper aims to identify cyberbullying by teenagers. There is a research gap between Ghada M Abaido (2020) and Ojasvi, Muskan, Sidh, and Siba (2020). Thus researchers support this paper by focusing on why teenagers do cyberbullying and how it can be resolved. Moreover, the report will analyze the impact of social media and the Internet on cyberbullying among teenagers. Furthermore, this paper will investigate the role of parents, teachers, and other stakeholders in mitigating cyberbullying among teenagers. By working together, people can effectively address the issue of cyberbullying among teenagers.

Methods

This research used descriptive quantitative analysis. Data was taken on June 9, 2023, until June 14, 2023, to students grade X in SMKN 3 Pacitan. The research subject is derived from students aged 16 years old until 19 years old. The instruments were distributed to 194 students. The processes the researcher took for collecting data were as follows: choosing the school that would serve as the research location; selecting the best method for collecting data; making the observational instruments; collecting data; submitting the observation results through Google Forms. This Google Form consisted of 14 questions related to understanding cyberbullying, kinds of cyberbullying, and strategies to overcome cyberbullying with closed-ended form. After being collected, the data were analyzed by classifying students' questionnaires, presenting diagrams, showing the findings, discussing the results, and taking the conclusion.

Findings and Discussions

The researcher collected the data. The researcher collected data through a Google Form given to be filled in by students regarding knowledge, patterns, and strategies regarding cyberbullying cases that occurred. Using Google Form filling makes the research honest. The results of the study are presented in the following explanation:

Students' Understanding About Cyberbullying
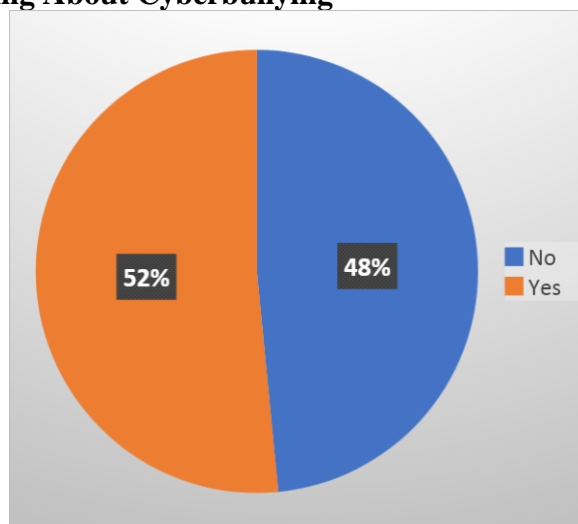
Figure 1. Students' Understanding About Cyberbullying

Figure 1 shows that some students, 52%, already know about cyberbullying, and 48% of students do not know about cyberbullying. This data proves that students get knowledge about cyberbullying not from school. This is because if students' knowledge about cyberbullying comes from school, all students must have heard of it. This data shows that students get cyberbullying knowledge not from school but from outside school. If schools provide this cyberbullying education, it is inevitable that all students already know cyberbullying. According to the research results regarding students' understanding of cyberbullying knowledge, it can be concluded that cyberbullying education for students is not only the responsibility of schools but also the responsibility of families and people around students to optimize cyberbullying education received by students. It is not always possible for parents and schools to communicate effectively (Mereoui et al., 2016). Cyberbullying also requires a multi-faceted approach involving education, awareness, technological intervention, and a positive environment. If cyberbullying education is obtained by students optimally, cyberbullying cases will decrease periodicaiiy.

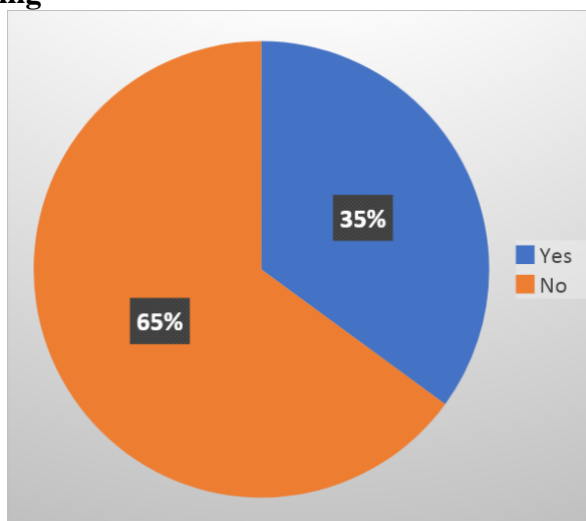**Pattern of Cyberbullying**

Figure 2. Students Get Unkind Words on Social Media From Strangers

Figure 2 shows that of some students, 65% have experienced unkind words from others, and 35% have never experienced unkind words. From these data, students who received unkind words had a more significant percentage. This should not happen because it can adversely affect the student's performance. For students who have experienced unkind words, it reaches 65%. We sought to induce public self-awareness through a method separate from an online forum (van Bommel et al., 2012). The anonymity provided by online environments can lead to reduced personal accountability and decreased self-awareness. As a result, individuals may engage in more aggressive and hurtful behaviors, including cyberbullying, without considering the consequences. This case can be called verbal cyberbullying, which involves using hurtful, demeaning, or harmful words against someone online. Other examples include sending insulting, threatening, harassing messages or posting inappropriate or derogatory comments on social media platforms, emails, or online conversations. It can be concluded that students experience this without knowing the cause, and perpetrators do not feel guilty.
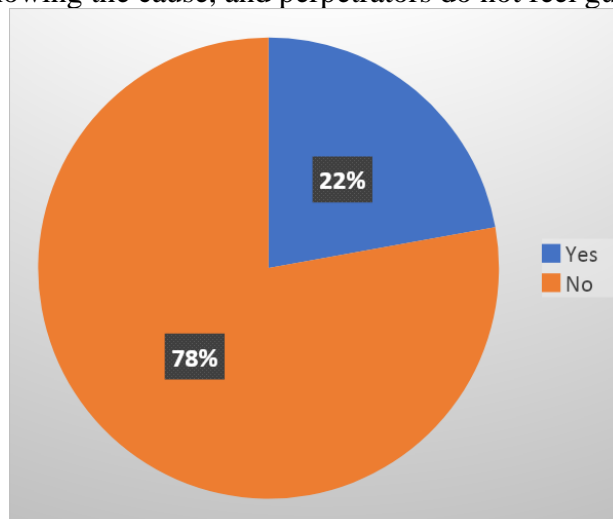

Figure 3. Students' Photo Posted on Social Media by Strangers Without Permission

Figure 3 shows that of some students, 22% have experienced cyberbullying by distributing photos without permission, and 78% of students have never experienced this kind of cyberbullying. As for cases of concealment of identity by sharing photos without the victim's permission reached 22%, this could also make students feel anxious, worried, and restless. Students will think the picture will be used for bad things and worsen the student's name. Students who become victims can be afraid to leave the house or even go to school. This type

can be called hiding identity cyberbullying when perpetrators use fake identities or anonymity to harm or pursue their targets. For example, they may create a fake account or use an anonymous account to spread harmful content or photos of someone without their identity being determined. By offering better user protections, such as warning notices or asking for the user's explicit consent before using functions and features involving social cues that might encourage risky behavior, website operators may choose to fulfill their social obligations or may be required to do so by law (Nong & Gainsbury, 2020). However, those with a perceived higher social status may use online platforms to target and victimize others they perceive as weaker or inferior.
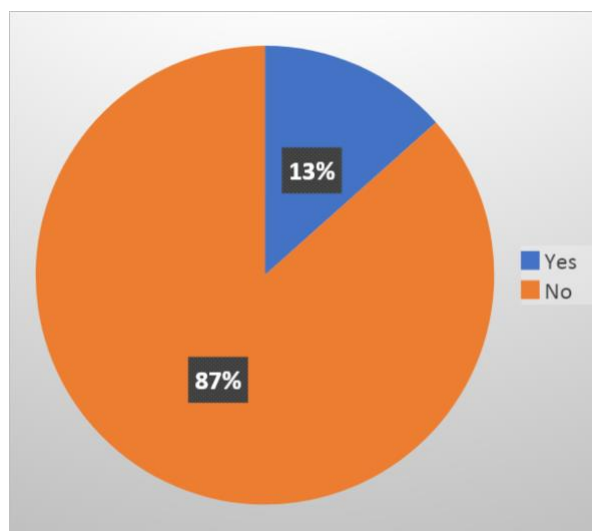
Figure 4. Students Accused of Social Media from Strangers

Picture 4 shows that around 13% of students are accused on social media by strangers, and 87% have never experienced this kind of cyberbullying. From this data, we can see that many students are still being honest about being accused. Or it can still be ascertained that many students are confident using personal identities. Students who have committed forgery cyberbullying by 13%, which can be said there are still many students who are satisfied with using self-identity. That's because 78% of students are concerned about this cyberbullying case. With it, teachers can raise awareness of other students not doing things that are not good on social media. This type is called forgery cyberbullying, which involves manipulating or falsifying information to harm or denigrate someone online. Mobile phones, on the other hand, may be utilized for leisure activities like perusing social media posts. 48.6% of the participants spent more than three hours each day using mobile devices to access the Internet, which may have enhanced their likelihood of seeing and sharing engaging messages (Liu & Wang, 2016). This can include spreading false information or editing content with the aim of damaging reputation or causing harm to the target. Sometimes what is interesting to one student is not attractive to another.

Strategies to Overcome Cyberbullying

The supervision of teachers and parents is essential in this regard. So that students do not become victims or perpetrators of cyberbullying. Combating cyberbullying requires a multi-faceted approach involving education, awareness, technology interventions, and a supportive environment to encourage positive online behavior and discourage harmful actions. Prevention and response efforts should focus on recognizing and understanding the different forms of Cyberbullying and a comprehensive approach to creating a safe and supportive online environment.

According to data received, 43% of students told other people about the cyberbullying incident that occurred to students, and 57% of students did not speak to other people. Notifying

the incidence of cyberbullying is one of the good actions to reduce the incidence of cyberbullying. With more people knowing and caring about this incident, it should also have a good impact on lowering cyberbullying cases. In addition, the role of people around students must also be more massive to pay attention to the lives of students' friends to ensure that students are not in a threatened condition that results in students being close to the people around them. Learning encompasses many aspects of daily life (Apriyanti, 2021). Students should learn social interaction with others in everyday life to better interact with others. Schools must provide socialization on this matter so that students do not fake cyberbullying on social media as not to increase self-confidence in students. In addition to the absence of cases of cyberbullying, this should also be done to reduce students playing around the cell phone continuously, which can lead to addiction and forgetting their duties as a student.

Parents, as the closest person to students, are also very required to provide knowledge about cyberbullying to prevent this case. Parents provide knowledge about what can and should not be done when using social media and the consequences of each behavior. In addition to living and interacting with pupils, teachers and parents are significant learning figures who offer accurate and supplementary information to assist them in better understanding their offspring and students (Cena et al., 2023). According to the data received, 11% of people accidentally know of the cyberbullying that occurs, and the other 89% are not aware of this cyberbullying incident. Some people who know should also care about the happenings of cyberbullying that arise so that these acts do not increase. This is also greatly influenced by the people around students to be more concerned and sensitive to student behavior, which may show irregularities when students experience cyberbullying. Parents should keep an eye on their children when socializing to prevent cyberbullying. This can make the victim feel safe and able to re-interact with other friends.

Students who still care will have a good impact on the school. According to the data received, 22% of people do not care about cyberbullying cases that they know about. However, there are still quite a lot, with 78% of people still having concern for students who are caught in cyberbullying cases. Students should be more aware of things that are seen on social media. In social media, due to parents' lack of supervision, students can do things that should not be done. When the target domain's actual population distribution of false accounts, which is unknown in practice, matches the first strategy (Ng et al., 2023). Students can use fake accounts to become adult users, comment badly on social media, and even become victims of insults through photos posted by fake accounts and spread either for fraud, selling self-esteem, or insults using pictures belonging to the student. In the occurrence of crime or harmful behavior, three elements must converge a motivated offender, an appropriate target, and a lack of capable guardianship. In the case of cyberbullying, easy accessibility for potential victims and the reduced presence of authority figures in online spaces may contribute to cyberbullying.

Conclusion

The result shows that most % of the students, 52%, already knew about cyberbullying, and 48% were unaware of cyberbullying. This indicates that some students' cyberbullying education does not come from school. Students receive unkind words from strangers on social media 35%, and 65% did not experience it. In this case, students get cyberbullying in a pattern of verbal. Students' photos were posted on social media by others without permission 22% and 78% of students did not experience it. Students in this situation experience hiding their identity as a kind of cyberbullying. Students accused on social media 13%, and 87% did not share it. In this case, students get cyberbullying in the pattern of forgery. This is also greatly influenced by the people around students to be more concerned and sensitive to student behavior, which may show irregularities when students experience cyberbullying. Parents should keep an eye on their children when socializing to prevent cyberbullying. This can make the victim feel safe and able to re-interact with other friends. This lack of concern from the surrounding people will harm

the victim. The bully will continue to run rampant when they know the surrounding people do not care about their behavior which is proven wrong but normalized by most people.

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THE IMPACT OF YOUTH SELF DISCOVERY ON EDUCATION IN GRADE XI SMKN 3 PACITAN

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Abstract
This research was conducted to find out whether teenagers can solve their problems, their self-confidence, their perspectives toward the future, and their responses to the views of those around them. This study uses a quantitative description with an online platform, Google Forms, to find student data. This research data was obtained from 148 students as a respondent from grade 11 of SMK N 3 Pacitan. The results of this study indicate that not all students can handle the effect of searching for Identity. The implication of this research requires more guidance and knowledge about the search for Identity and its impact on teenagers so that teenagers can know and be aware of the effect.
Keywords: Education, Teenager, Search for Identity

Introduction

The passage from childhood to early adolescence is trying to figure out an identity. The transition to a young person often leads to unbalanced thoughts. Teenagers have emotions that cannot be controlled. Identity can be introduced in early childhood so that children become individuals with national values that can be implemented in daily life (Rustini, 2018). The concept of Identity is a national identity that can be introduced early to maintain the dignity of the Indonesian nation. This is so important for teenagers to make an identity.

In this process, the role of parents is vital. The primary function of a mother in a family is to fulfill the needs of the child, both physical and mental needs. This is because, after all, mothers are role models for children. A mother needs to be an excellent example for her child because every behavior a mother does will be imitated by her child. For this reason, it requires awareness from mothers to set a good example for their children (Apriyanti & Mitasari, 2021).

Teenagers will feel changes in their life, and in finding the Identity of identity will experience rapid and extreme physical changes. Children who are heading into early adolescence will usually explore the outside world. At this time, adolescents are at a stage they can physically function as adults, but mentally and socially, they are not yet mature. Children entering their early teens will know new things that have not been seen.

In a country where there is not even a minimum, it is juvenile delinquency. Juvenile delinquency is an act that significantly violates moral norms, norms of decency, and legal norms, but the authorities will not prosecute juveniles. Meanwhile, according to Benyamin Fine, child delinquency includes acts and behavior that violate the norms of criminal law and violations of decency, order, and norms prevailing in society, committed by children under 21 years of age (Simanjuntak in Sumiyanto, 1994).

Juvenile delinquency in Indonesia is increasingly rampant and has many cases at a higher level. If the ability to regulate emotions is low and the behavior of establishing interactions with others causes behavioral disorders, choosing aggressive actions to get out of problems (Yanti, 2005). Widespread and uncontrolled juvenile delinquency is very detrimental to society. Juvenile delinquency is disorganized and can harm future generations if juvenile cases are not resolved immediately.

The environment can affect human life. Negative examples of the environment can involve juvenile delinquents looking for an identity. Self-identity in teenagers is formed from the interaction process with the territory, either from the created or natural environment. The environment created is an environment that is controlled or taken care of by educational

institutions, usually non-formal or formal educational institutions. At the same time, the natural environment is a natural environment and the community's environment. Self-identity is an adolescent interaction due to socialization with the created and natural environments. In addition, teenage Identity can also be influenced by temperament or emotionality in innate individuals. Usually, the character of adolescents is the same as the nature of parents in adolescents. Temperament or emotional traits determine adolescents' sensitivity to experiences and responses to patterns of social interaction.

The process of self-discovery in adolescents is a process toward maturation. Adolescents do not recognize their Identity, which has a significant impact on the lives of adolescents, because adolescents will not find a life that leads clearly. Usually, teenagers who do not recognize adolescents identity will make adolescents look at their adolescent selves in the wrong way. Adolescents who lack parental attention, have a less supportive environment, poor education, economy, and promiscuity will act differently. Adolescents will consider it the right action. The impact is not good if the wishes of adolescents are not fulfilled, or if they do not follow what they want, they will rebel. The result is an adolescent who goes against the rules.

Teenagers as young people who should have ideas and social sensitivity to do social engineering. Social sensitivity is the most essential element in humans. Adolescents must be able to hone social sensitivity to be sensitive to the surrounding environment and the educational environment. Adolescents with a positive self-concept are characterized as spontaneous, creative, and original, respect the adolescent self and others, are free, can anticipate negativity, and view the teenage self as a whole, liked, wanted, and accepted by. This social sensitivity should be honed and grown early in shaping the life order of a dignified society and nation. Pala (2011) also proved in research that character education should be implemented starting from the primary education level to form a strong foundation of student character for the next level. Therefore, it is necessary to have appropriate attention and care from educators, parents, and teachers, to direct children's behavior so that it does not develop into bad behavior (Nurwita, 2019).

Teenagers' self-discovery begins by having a healthy environment. A healthy environment can provide many benefits for teenagers' self-discovery. In addition to a healthy environment, education in self-discovery is also essential. Teenagers will be able to explore the world of education. According to Soldatova, Panov, & Džeroski (2013), several factors influence the condition of adolescent self-identity, namely family social support, in the form of communication, motivation, and adaptation support. The suitability of this research is in the variable of ego identity and the findings in the form of factors that influence achieving a good ego identity condition.

Parents have a role in children's self-discovery period as coaches or motivators and as supporters of children. When parents and educators provide good direction to children and constructive motivation, children who will enter adolescence can develop better in their period of self-discovery. According to Jannah (2012), parenting is an interaction between parents and children during parenting activities, which means parents' guide, discipline, and educate. Parents must protect children so that children can achieve developmental tasks. Every parent with a child must want the child to be successful in terms of morals, education, career, etc. However, sometimes expectations do not match reality because of communication delays or parents' lack of knowledge about how Islam provides guidance and guidelines on treating children according to proportions (Yani, Khaeriyah, & Ulfah, 2017).

In this article, the aim is to find out if there is a relationship between education and adolescents who are searching for Identity. This article also determines whether adolescents can find themselves in an educational environment. Because there are still many teenagers who have not found their Identity, especially teenagers who are already in Senior High School. Further research is needed to find out

Method

This research used a design descriptive quantitative. This research data was obtained from 148 students. The data were taken from grade 11 of SMK N 3 Pacitan. The data was collected from June 8th, 2023, to June 13th, 2023. The instrument was a questionnaire that used the Google Form platform and used ten questions about controlling emotion, self-improvement, and attitude. After the research data was collected, the data was analyzed by counting the number of student answers, showing the findings, discussing the results, and drawing conclusions from the research data.

Findings and Discussion

The search for identity in teenagers is standard in puberty. In the search for identity, there is an element of self-control, accepting one's situation, and managing oneself (Hidayah & Huriati, 2016). However, few teenagers are confused when facing problems and changes in themselves, both in psychological, cognitive, social, and physical changes. This confusion creates an identity crisis for teenagers. This research was conducted to determine the attitude of teenagers when looking for Identity. It is necessary to understand the problems faced by teenagers in the process of finding Identity.

Through this research, we can identify specific behavioral patterns or attitudinal tendencies common among adolescents during self-discovery. There are many studies on self-discovery, but our research focuses on the attitudinal preferences of adolescents during self-discovery and the problems that adolescents often face during teenager examination for Identity.

This research used a technique of descriptive quantitative. This research data was obtained from 148 students. Data were taken from grade 11 of SMK N 3 Pacitan. The data was collected from June 8th, 2023, to June 13th, 2023. The instrument was a questionnaire that used the Google Form platform and used ten questions about controlling emotion, self-improvement, and attitude. After the research data was collected, the data was analyzed by counting the number of student answers, showing the findings, discussing the findings, and drawing conclusions from the research data. The results of this study are divided into four sections:

Teenagers Solve the Problem

Every teenager needs to face problems and try to overcome them so they know how to overcome them one day instead of running away from them.
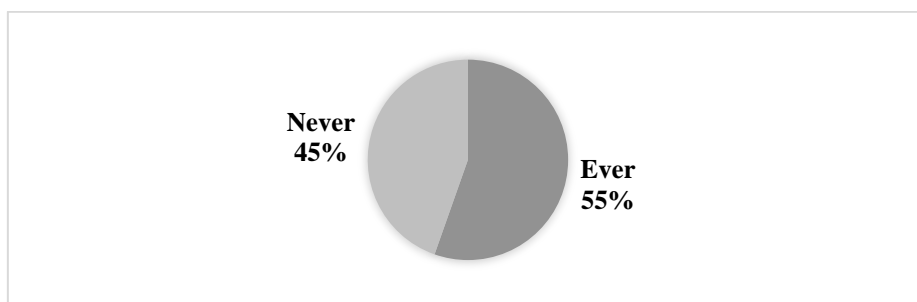

Figure 1: Teenagers Have Experience Serious Problem

From the research results, 55% of students have experienced severe problems. Meanwhile, 45% of students have not. This is a sign that most adolescents have serious issues. These serious problems can arise from environmental and school influences. Domestic violence, bullying, or an unsafe school environment can harm adolescents' well-being. In addition, problems can occur when faced with high academic pressure, social expectations, and diverse demands. These burdens may include academic performance, friendships, and romantic

relationships. However, no matter how complex the problems are, they must learn to cope and deal with them.
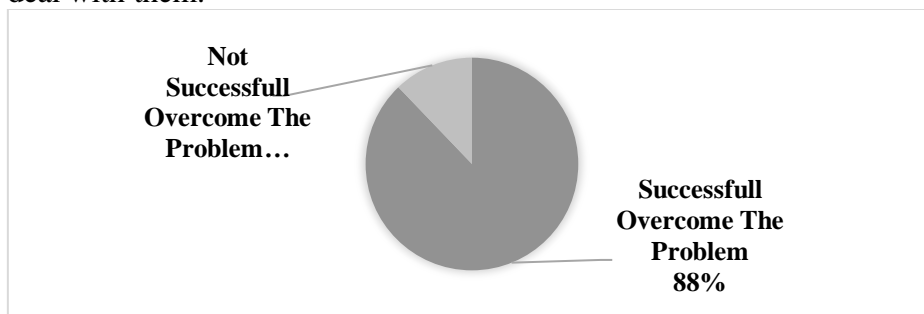

Figure 2: Teenagers Successfully Overcome The Problem

In Figure 2, it is clear that most teenagers can solve their problems. This shows that most adolescents have had considerable experience in dealing with issues. However, there are still some adolescents who feel that they have not been able to overcome their problems. Support from relatives and friends is very influential in solving the problems they experience because every positive affirmation from the closest person can affect adolescents.

Teenagers Self Confidence

A teenager's self-confidence is very influential in how they communicate and their future because it affects their mentality.
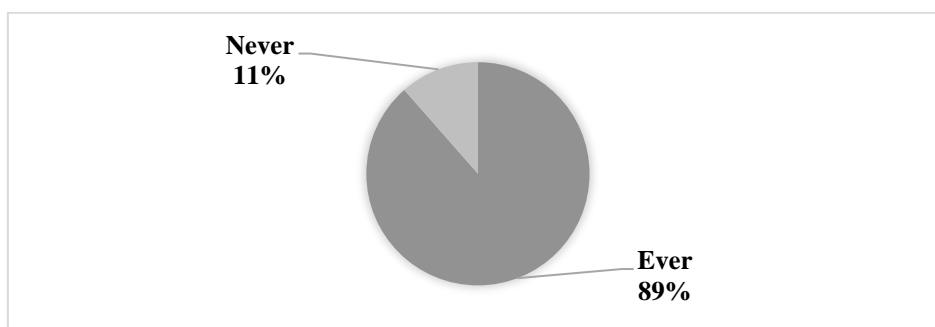
Figure 3: Teenagers feel that if their friends can afford it, they should be able to afford it too

The data above is an indication that there is a lot of competition among students. In many schools, there is high pressure to achieve good academic performance. This can create an atmosphere of competition among adolescents to achieve the highest rank, high grades, or other academic recognition. It is said in similar research that every individual desires a respected position even more elevated than others. Students, of course, want to be number or class champions. To fulfill the desire of students to become class champions, each student competes with each other and competes to reach the first rank in the class (Shalahudin, Bahari, & Rivaie, 2016). This kind of competition can encourage teenagers to work hard, but it can also increase stress and create feelings of inadequacy if they fall behind. But competition between teenagers can also be related to popularity, appearance, or self-image. Teenagers may need to compete in terms of physical appearance, attractive personality, or popularity among their peers. The need to look "popular" or "stand out" can create intense competition and increase social pressure. It is essential to realize that this competition can impact adolescents differently. For some individuals, competition can be a driver for higher achievement. However, for others, it can lead to stress, feelings of low self-worth, or difficulty understanding true self-worth. To compete with your peers, you need a lot of self-confidence.
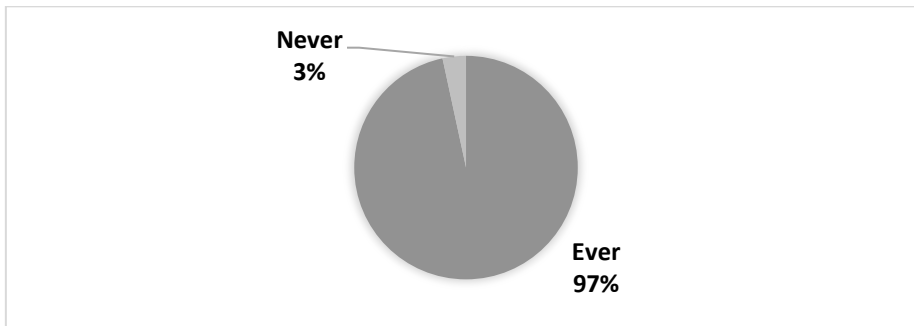
Figure 4: Teenagers feel proud when success in doing something

The data showed that 97% of the respondents felt they would feel proud when they could do something. It is natural for humans to feel proud after successfully doing something significant or achieving a goal they set, especially if something they went through before seemed impossible to do. It can also be used as proof that they can do something to get recognition from others. Praise from those around them can also boost a teenager's self-confidence.
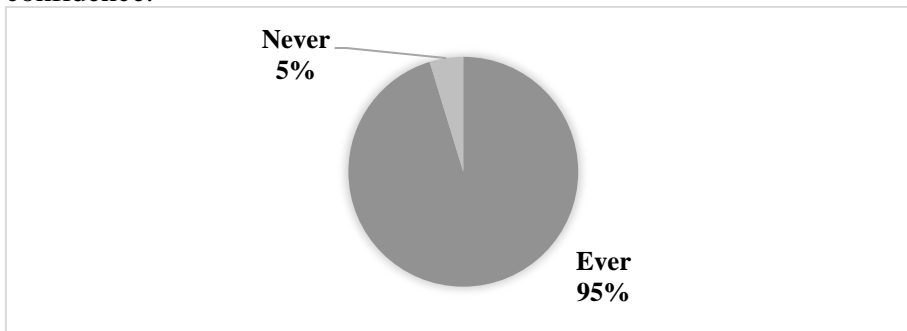
Figure 5: Teenagers have improved themselves

95% of respondents have tried to improve their value in themselves, while 5% have not been able to enhance their personalities. This shows that most adolescents have the self-awareness to improve their character and themselves, as self-improvement is an essential step in adolescents' personal development. It also reflects their desire to grow and develop into better individuals. It also shows that they have realized and strive to improve their shortcomings. They feel the need to optimize their abilities for their future.

Teenagers' Perspective Toward the Future

Adolescence is a period of transition from childhood to adulthood. They should start thinking about the future and what they want to do in late adolescence.
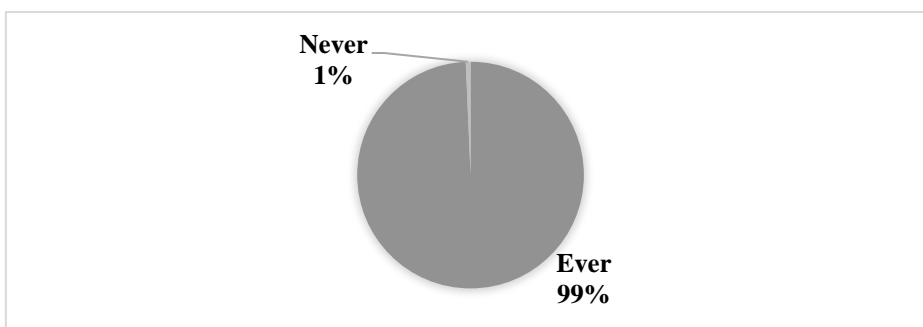

Figure 6: Teenagers have thought about the future

In the diagram above, it is clear that 99% of teenagers out of the total respondents have thought about the future. Teenagers must consider the future, especially when adolescence is a

transition period from childhood to adulthood. Indeed they have started to know who they are and what they want to do in the future. In addition, they will face changes in responsibilities. Thinking about the future helps them prepare for what they will do.
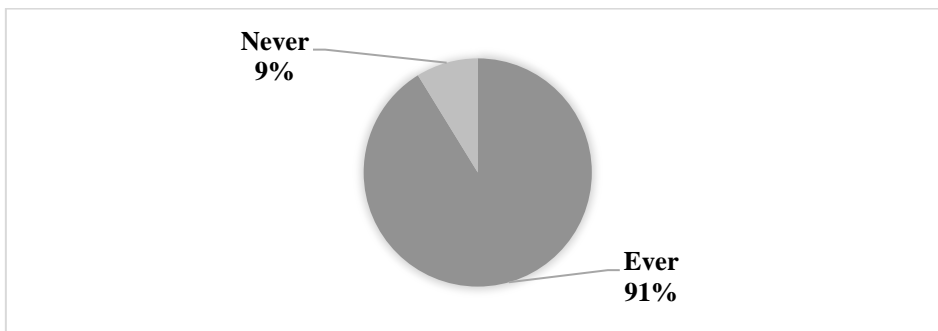

Figure 7: Teenagers thought confidently about the future

Figure 7 shows that 91% of adolescents were confident about their future, while 9% were not. Adolescents who feel optimistic about their fate may have made many achievements, so there is nothing to worry about in the future. In addition, support from those closest to them can also give them confidence in facing the future.

Teenagers' Response to the Views of those around Them

Every teenager will have a different response to praise or criticism. The diagram below shows teenagers' reactions to how they feel about other people's responses to them.
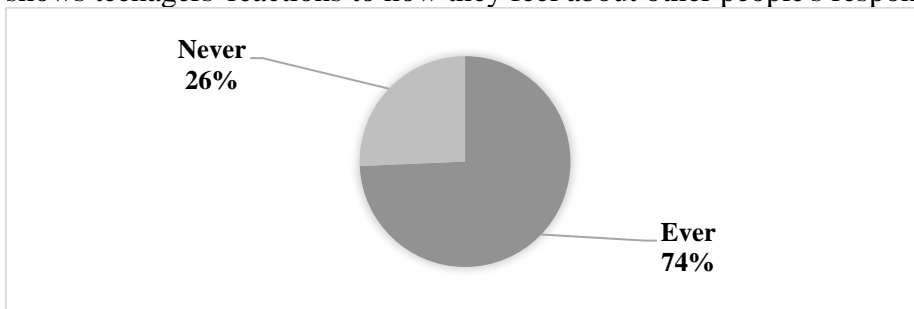

Figure 8: The importance of praise for teenagers

74% of adolescents agreed that they felt compliments were substantial, while 26% thought it was normal to be complimented. Generally, teenagers will feel that compliments are a form of appreciation, recognition, and something positive. It helps them feel valued, accepted, and recognized by others. Compliments show that their efforts and achievements are recognized and appreciated, which can strengthen feelings of self-worth and build positive self-confidence. Therefore, there is nothing wrong with appreciating teenagers when they succeed in doing something.
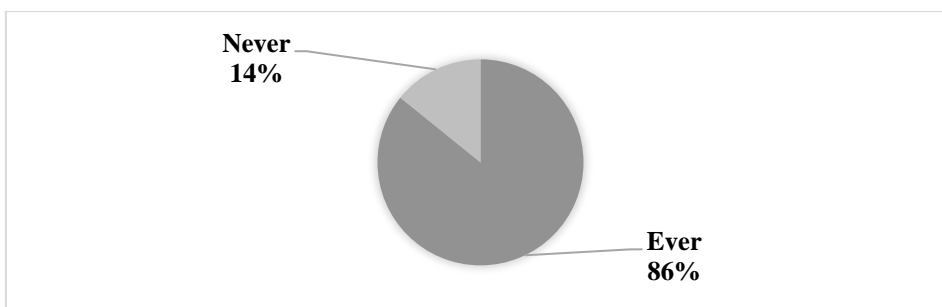

Figure 9:Teenagers response to criticism

Most teenagers feel calm when they get criticized, but 14% of teenagers think it hurts because, for them, it will bring them down mentally. A well-delivered criticism can build them up to be better people, but a complaint that only seems to demonize them would be better ignored. They can listen carefully, consider criticism, and use the information provided to improve themselves by staying calm. Teenagers must be good at choosing and sorting out which criticism they need to listen to develop their personality or which criticism they feel does not positively influence them.
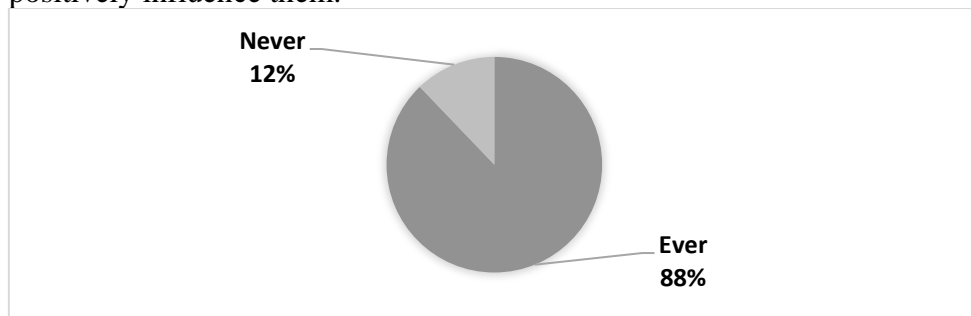

Figure 10: Teenagers feel that they are a terrible person

Most respondents thought that they were not a good person. A lousy personality of an adolescent can come from a bad environment, bad habits, and a wrong circle of friends. But remember that their false perception of themselves does not necessarily reflect their true self. Some teenagers are too pessimistic about themselves and feel that they are not good enough when the reality is not like that.

Conclusion

In general, the search for Identity means knowing yourself better and determining goals and happiness to achieve. The search for adolescents' identity will happen because they enter into one of the changes in mindset during puberty, which the school environment, friendships, and emotions can influence. This research shows that most teenagers have experienced severe problems, but most have also been able to solve them. In addition, this study also indicates intense competition among teenagers in the school world, and high self-confidence s needed to overcome this problem. Data also shows that almost all teenagers feel proud when they succeed in doing something and try to develop the potential that exists within them. Teenagers also have their perspective in dealing with the future where they start thinking about their future and preparing the skills needed for their future in the world of work and college. At the last point, the diagrams show that praise is influential in growing their self-confidence, while constructive criticism will develop them into a better person.

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INFLUENCING FACTORS OF STUDENTS' LEARNING MOTIVATION TO LEARN ENGLISH IN SDN 2 MANTREN

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Abstract

This research aims to identify factors influencing student motivation in SDN 2 Mantren, a remote and distant elementary school from the city center. This study is descriptive quantitative research. Data were collected from 20 participants, who were all students from the 1st and 4th grades at SDN 2 Mantren. The research was conducted directly at the school on June 12, 2023, by gathering students in one classroom. The study followed the following steps: finding a school relevant to the topic analyzing data, creating instruments, and collecting data. The result that can be obtained from these intrinsic factors is that 40% are motivated to learn English to make life easier to use in daily life, 30% to interact with foreigners, 10% for further education, 10% feel happy when learning English as a hobby and 5% to improve job prospects. In addition, 50% of students plan to participate in English competitions, 15% plan to study abroad, 10% plan to go overseas for traveling only, and 10% choose to learn English for fun only. However, 5% of students cannot access English language references. Whereas from the extrinsic factors motivation of students surveyed at SDN 2 Mantren, 70% of the supportive environment in English, namely mainly in the school where they learn English 25% of the environment that supports English, at school they also take English lessons outside of school hours and 5% of students do not choose both. Fourteen students have the most references, namely dictionaries, three students have English storybooks, and the rest do not have references. For those who help students when they have difficulty learning English, 60% of students answered parents, 20% responded to tutors, 15% answered teachers at school, and 5% answered no one helped them.

Keywords: English Subject, Extrinsic Factors, Intrinsic Factors, Motivation, SDN 2 Mantren

Introduction

Education is one of the fundamental aspects of human life. In education, the motivation of students to learn is crucial. According to Covington, M. V. (2008), motivation is at the heart of the learning process and is the most vital determinant of a student's level of academic achievement. Student motivation is essential in attaining top grades, particularly in English language subjects. Motivated learners are more likely to engage in meaningful language practice, more likely to seek out opportunities to use the language, and more likely to persist in their language-learning journey (Oxford, R. L., 2017). Thus, it is crucial to investigate the factors affecting the motivation of students to learn English.

English is considered one of the most essential subjects in Indonesia. English is internationally recognized as a business, technology, and education language. Crystal (2012) notes that English has become the global language of communication, which has significant implications for individuals and societies. In today's interconnected world, proficiency in English is essential for international communication, academic and professional opportunities, and cultural exchange. Larsen-Freeman and Anderson (2013) argue that English has become the language of the modern world and that proficiency is increasingly essential for contemporary globalizing societies. Proficiency in English opens doors to educational, professional, and cultural opportunities, facilitating communication and understanding across borders. Doran (2018) argues that knowing English is increasingly important in today's globalized world. Mastery of English is a gateway to various educational, professional, and cultural opportunities. Speaking English enables individuals to connect with people from multiple backgrounds, access information, and engage in the global community. Hafidah (2016)

suggests that English is the most essential language in international relations, as it is one of the languages used for international communication. The Indonesian government has declared English as the official foreign language of the country. Currently, English holds a significant place as a vital subject that must be taught to students. Thus, spoken English is crucial for students to keep pace with future competitions. Nevertheless, students frequently struggle with the lack of motivation to learn English.

Student motivation plays a significant role in determining a student's academic success in a subject. According to Rahayu and Wibawa (2021), creating a positive learning environment is essential for achieving optimum learning outcomes. Similarly, various internal and external factors influence children's learning, including their learning approach, strategies, and the learning environment, which should promote well-being and support teaching to enhance student motivation. Internal factors, such as a student's interests, abilities, and attitudes, and external factors, such as the learning environment, teachers, and pedagogical strategies, are all crucial determinants of student motivation. Reeve (2013) suggests internal and external factors contribute to student motivation. Students' beliefs, goals, and self-perceptions play a significant role in the internal motivation to learn. External factors such as teacher support, feedback, and learning environment can significantly impact students' motivation. According to Ryan, R. M., and Deci, E. L. (2017), student motivation is a complex interplay of internal and external factors. Internal factors such as students' sense of autonomy, competence, and relatedness are critical for fostering intrinsic motivation. External factors such as teachers' instructional practices, peer interactions, and school climate can have either a positive or negative impact on student's basis. Thus, it is crucial to examine the factors that affect students' motivation to learn English to enhance student learning outcomes.

According to Deci and Ryan's (2017) Self-Determination theory, student learning motivation can be enhanced by providing enough room to meet their basic psychological needs for autonomy, competence, and positive social relationships. According to the self-determination theory, students who feel autonomous are in control of their learning and believe that they can choose the learning activities that they want to engage in. Students who think competent have confidence in their ability to succeed in learning activities, while those with positive social relationships feel connected to their teachers and classmates in the learning environment. This research aims to identify the factors influencing students' motivation to learn English in primary schools, mainly in rural areas far from the city center. This study employs a quantitative methodology and uses student interviews and questionnaires as a tool for data collection. The sampled participants were primary school students enrolled at SDN 2 Mantren, Punung sub-district. SDN 2 Mantren is a publicly funded primary school in the Nglarangan hamlet of Mantren village, Punung sub-district, in the Pacitan district. SDN 2 Mantren is a school in a village. SDN 2 Mantren implements the Merdeka Curriculum, which restricts the use of the English language to only grades 1 and 4.

Although there have been many studies on this topic, there are gaps in the current literature that could be filled by further research. For instance, Ropovik, I., & Greger, D. (2023) conducted a survey. This study examines the psychometric properties of the Students' approaches to Learning, which measures ten different motivation and self-concept constructs. Akmalia, N.W (2022). The purpose of this study is the investigation of the writing difficulties of grade 3 students, especially in English, the analysis factors causing the students writing challenges, and the research of the efforts made in overcoming the writing difficulties of Year III students in English. Hennebry-Leung, M., Tseng, W., & Gao, X. (Andy). (2023), this study focuses on the agency perspective to examine the motivational orientations that emerge across different mediums of instruction in secondary schools where there are three types of instructional settings. Dauyah, E. (2018), this study aims to identify factors that influence the learning motivation of non-English students and evaluate which motivational subfactors have a more significant impact on student learning.

From the research that has been done, there is a gap that must be filled. Ropovik, I., & Greger, D. (2023), which focuses on measuring student motivation, Akmalia, N.W (2022). Which focuses on elementary school students writing mastery. Hennebry-Leung, M., Tseng, W., & Gao, X. (Andy). (2023) focus on the orientation of language learning motivation, and the latest is Dauyah, E. (2018) who examines the motivation to learn English in college students.

The current study aims to address this research gap. This study presents new findings on the factors influencing the motivation to learn English in primary schools, particularly in rural areas. These findings may be a foundation for designing more effective English language learning programs across primary schools. This study's outcomes significantly impact the Indonesian education sector, particularly in fostering students' motivation to learn English, especially in remote areas.

Methods

This is a descriptive quantitative study. In the study, 20 students were the respondents, who were all students of grade 1 and grade 4. The observer used the questionnaire print method and interviewed several students to ask questions and clarify the answers written by the students. The researcher asked ten questions, all of which were open-ended questions and five questions for the interview. The data was collected on 12 June 2023 at SDN 2 Mantren. The researcher helped the students to fill in the questionnaire and explain each point of the question so that the respondents did not misunderstand and to reduce confusion in planning the questions. The data collection was carried out in the following way: searching for schools in remote areas, getting permission to conduct observations and determining the date of observation, making instruments for observation, conducting observations by visiting schools and collecting students who will be respondents and briefing respondents. Students as respondents fill in the questionnaire, taking several students for interviews. To analyze the data, the researchers classified the findings. Researchers display data; researchers conclude.

Finding and Discussion
The internal factor of student motivation

**Figure 1. Reasons Students Want To Learn English**
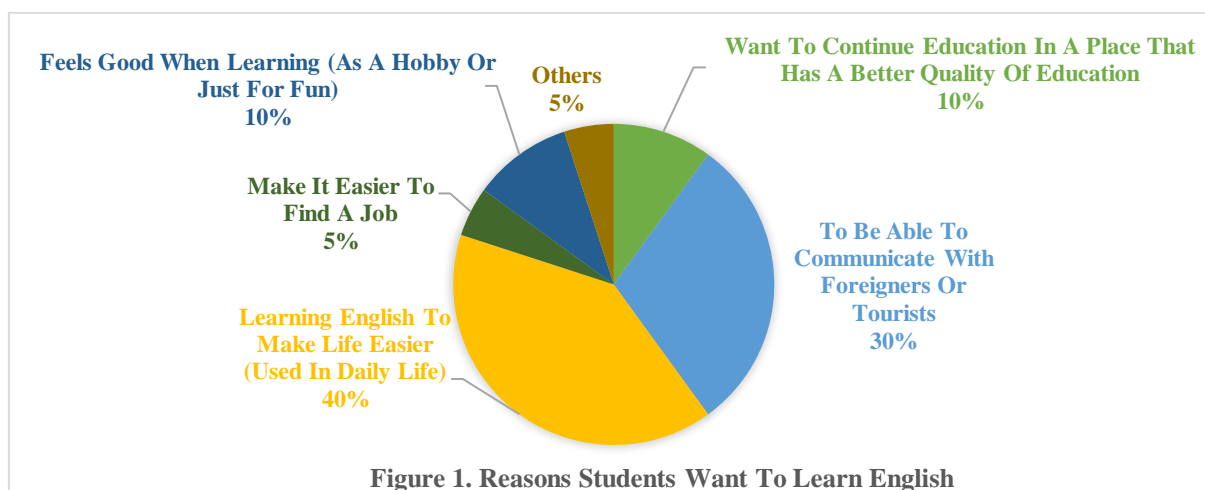
The research findings show that SDN 2 Mantren students have significant intrinsic motivation when learning English. The different reasons for students to engage in English learning are clearly illustrated in the graph.

The most important and common motivation for 40% of students surveyed is the desire to learn English to make their daily lives easier and improve their practical communication skills. This is consistent with Kayla Salsavira and Litaningram (2021) statement that English is

essential for global communication and plays a vital role in various fields, such as business, medicine, transportation, technology, trade, and marketing. I'm here.

In addition, 30% of students expressed willingness to learn English to communicate with foreigners. This demonstrates the importance of language as a tool for intercultural communication. 10% of students choose to continue studying abroad, and 10% prefer to learn English for fun or as a hobby. Finally, 5% of students were motivated to improve their job prospects through their knowledge of English. A further 5% cited 'other options,' and students gave various reasons for this.

Figure 2. Plans To Use English In The Future
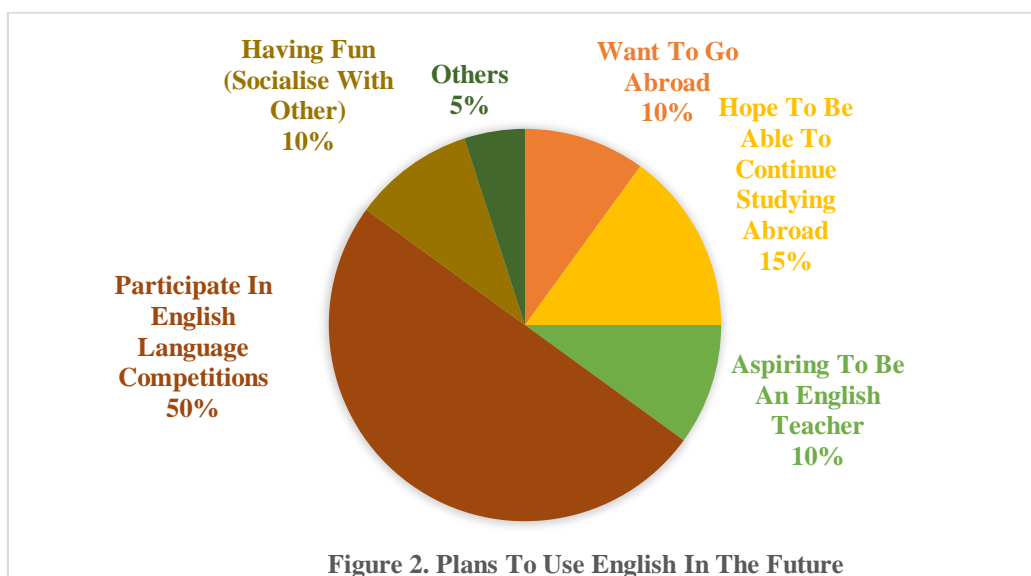
In addition to exploring motivations for learning English, the researchers also asked about plans for using their English skills. This study aimed to examine students' plans to use English after they have acquired it. Participation in English competitions was the most crucial plan for the future, up to 50%. Mastering English allows students to compete, earn points, and improve their overall skills. 15% of students choose to study abroad.

This is very attractive, and many scholarships are offered to study abroad. In addition, there are three other reasons for the same 10% share. First, some students expressed a desire to use English to communicate and explore different countries to travel abroad. Secondly, the desire to become an English teacher is also an example of future planning, indicating students' tendency to contribute to their education. Third, for some students, learning English is based on a desire to be friendly and fun, recognizing the role of language in making meaningful connections and enjoying diverse cultural experiences.

Finally, 5% of students gave some other reasons not mentioned. It highlights students' unique and diverse perspectives on using English in life, which spans a range of individual aspirations and goals.

External factors of student motivation

External motivation factors are external to a person that encourage them to take action or achieve a particular goal. These come from the environment, other people, or external circumstances that motivate a person. Although not necessarily directly related to a person's inner desires or values, extrinsic motivations can influence how a person behaves.
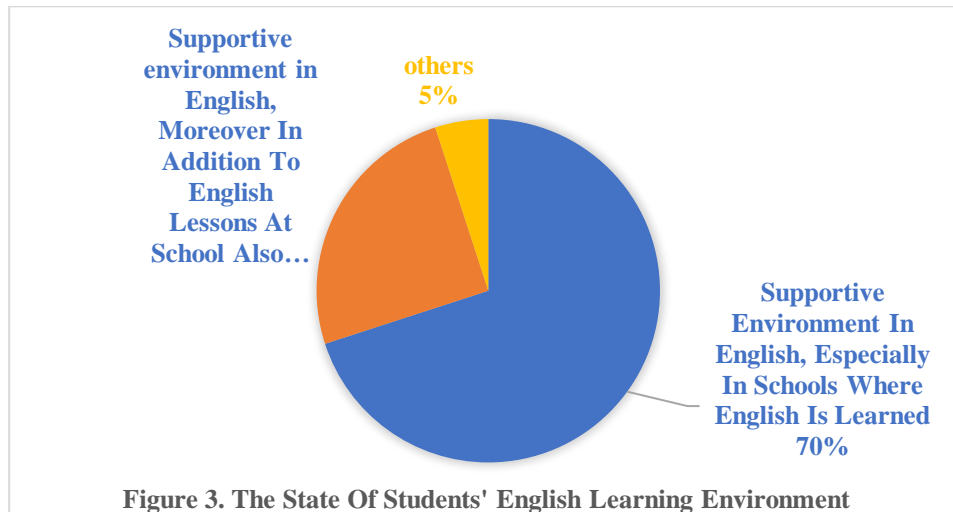
Figure 3. The State Of Students' English Learning Environment

Environmental issues surrounding students are external factors that significantly affect English learning. It is clear from the insightful research findings that student responses highlight the significant impact of the school's English learning environment. A whopping 70% of students say they are satisfied with the highly supportive atmosphere in their school, which is a critical factor in their enthusiasm and progress in learning English.

Additionally, the survey found that 25% of her students use a tutor to learn English. This external support system complements the student learning experience by helping instructors provide individualized attention, customized learning strategies, and additional practice opportunities to improve their language skills and boost their confidence, and 5% of students chose neither.
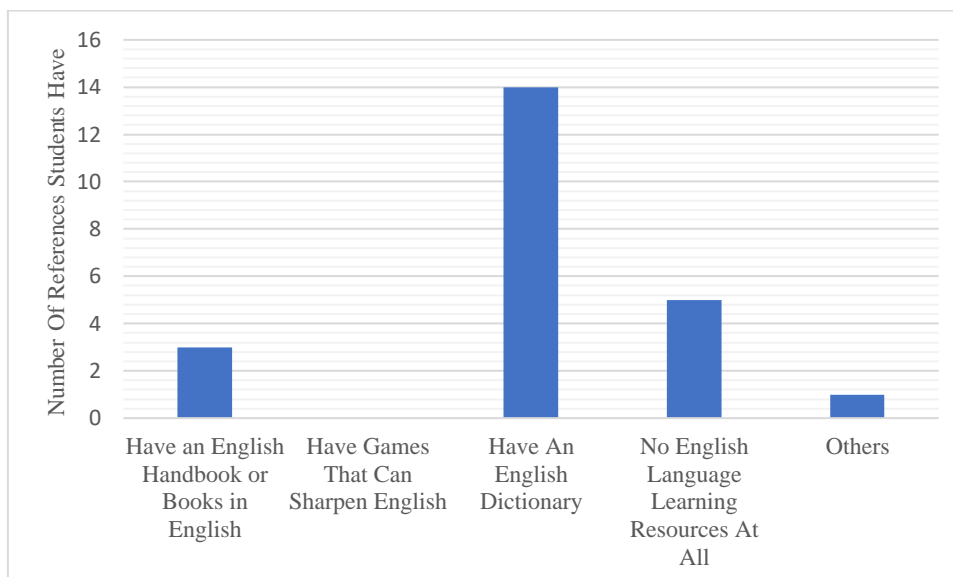
Figure 5. References owned by students

Another external factor that significantly influences student motivation to learn is the availability of diverse and easily accessible reference materials. These resources range from textbooks and picture books to interactive games and English dictionaries. The variety of resources available to students plays a vital role in shaping their language learning experience.

From the data collected, it was clear that translation dictionaries were students' most commonly owned resource. Fourteen students had such resources. These dictionaries are essential for students to understand and interpret English words and phrases and improve their language understanding. The three students directly behind have access to English books,

including fun picture books and comprehensive phrasebooks. Phrasebooks provided critical grammatical rules and vocabulary expansion, but the availability of engaging narration stimulated students' interest in reading and improved their language skills.

According to research results, the rest of the students do not have access to reference materials in English. This means that some students of the SDN 2 Mantra do not have essential teaching materials such as textbooks, picture books, English dictionaries, or other language learning resources that may support and improve their English proficiency. This can hinder language learning and opportunities to practice and use various language materials. Therefore, to create a more inclusive and supportive learning environment and promote equal opportunities for language development among students, it is essential to address these inequalities and give all students equal access to English language reference books. Providing access can play an important role.

Figure 6. Parties Who Help Students When They Have Difficulty Learning English
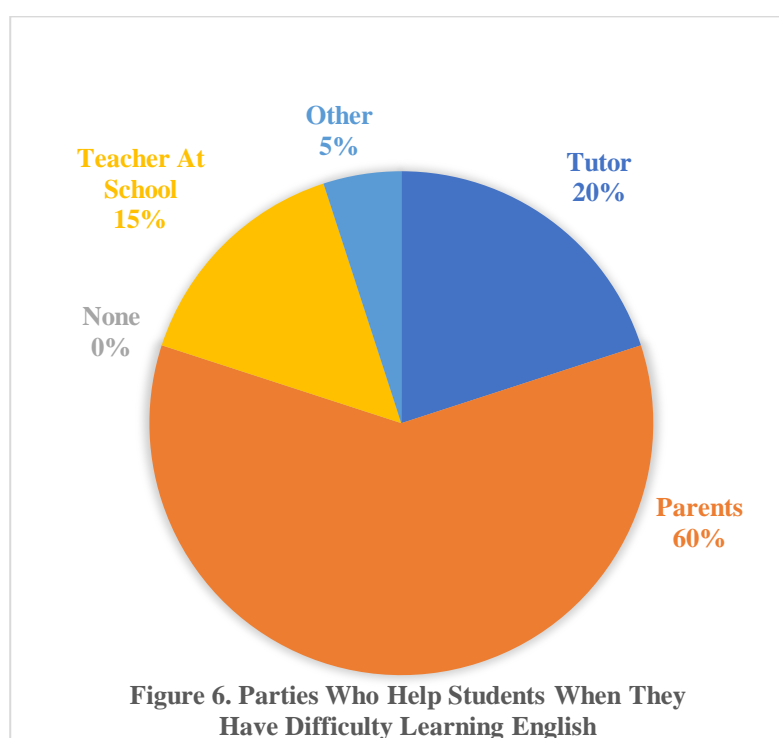
The final external factor relates to the people crucial in helping the learner through the difficulties of learning English. From the extensive research, it can be concluded that a significant proportion, 60% of students who experience difficulties in learning English, receive invaluable support from their parents. This demonstrates the paramount importance of the involvement of parents in the English language learning process, as they provide a considerable amount of support and encouragement in their children's educational journey.

In addition, the study found that 20% of students use external tutors to help them with their English language learning. These tutors serve as valuable resources, providing personalized guidance and additional practice opportunities, thereby helping to improve student language skills. Moreover, around 15% of students rely heavily on their school teachers, either directly seeking their help or receiving support through teacher-initiated assistance.

The collective support of parents, tutors, and teachers is crucial in strengthening students' resolve to overcome their language learning challenges and fostering a deeper understanding of the English language. Parents play important roles. Parents must fulfill their children's needs and monitor their children's development. The development includes cognitive development, physical development, emotional development, and communicative needs

(Apriyanti, 2020). By utilizing this multifaceted support system, students gain the confidence to overcome obstacles and become more proficient English language learners. Several other external factors that may significantly impact students' learning experience and motivation to learn English at SDN 2 Mantren were identified based on the findings of this study.

One critical factor identified was the lack of extra-curricular activities focused on English language learning within the school. Extra-curricular activities are essential in providing students with additional opportunities to practice and apply their language skills in real life. Without such actions, students may miss valuable opportunities to reinforce their language learning beyond the regular classroom sessions, potentially impacting their language proficiency development.

The limited feedback and guidance teachers give their students in learning English is another important aspect highlighted in the study. For students to identify their strengths and weaknesses and focus on areas needing improvement, constructive criticism, suggestions, and individualized feedback are crucial. Regular and constructive feedback helps students monitor their progress and allows them to feel confident about their knowledge. Teachers' motivation and commitment to language learning can be positively influenced when they actively provide support and encouragement.

The study also found that students valued praise and recognition from others, including their peers, parents, and teachers. Positive reinforcement acts as a powerful motivator by fostering a sense of achievement and pride in their language learning. Feeling validated and valued boosts their self-esteem and makes them want to excel further in their English studies.

In light of these findings, it is clear that it is crucial to address these external factors to optimize the English language learning experience at SDN 2 Mantren. In addition, creating a culture of positive reinforcement and recognition profoundly affects pupils' motivation and enthusiasm for learning English. Emphasizing these external factors can help to create a more supportive and rewarding English learning environment for SDN 2 Mantren students.

Conclusion

The research findings show that students of SDN 2 Mantren have a significant intrinsic motivation to learn English. Of the students surveyed, 40% are motivated to learn English to make life easier to use in daily life, 30% to interact with foreigners, 10% for further education, 10% feel happy when learning English as a hobby, and 5% to improve job prospects. In addition, 50% of students plan to participate in English competitions, 15% plan to study abroad, 10% plan to go overseas for traveling only, and 10% choose to learn English for fun only.

However, 5% of students cannot access English language references. This also underlines the importance of a supportive learning environment for students to learn English. In contrast, from the external motivation of students surveyed at SDN 2 Mantren, 70% of the supportive environment in English, namely mainly at the school where they learn English 25% of the supportive environment in English, besides at school they also take English lessons outside of school hours, and 5% of students do not choose both. Fourteen students have the most references, namely dictionaries, three reference English storybooks, and the rest have no references. For those who help students when they experience difficulties learning English, 60% of students answered parents, 20% responded to tutors, 15% answered teachers at school, and 5% answered no one helped them.

In this study, students of SDN 2 Mantren have significant intrinsic motivation to learn English. Most students are motivated to improve their daily communication skills and interact with foreigners. In addition, most students plan to join English competitions, and some even plan to study abroad. In terms of the learning environment, most students feel that the atmosphere at school supports learning English, and some students also take English lessons outside school hours. When experiencing difficulties in learning English, most students seek help from their parents.

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AN ANALYSIS STUDENT WRITING ERROR IN ELEMENTARY SCHOOL

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Abstract
This research aims to know students writing errors and the factors that influence students writing errors in SDN 02 Karangnongko. This research used a descriptive qualitative design. The data were taken from 13 students in grade IV SDN 2 Karangnongko in the academic year 2022/2023. The instrument used papers of students writing about introduction and interview. After being collected, the data were analyzed by the following procedures: calculating the number error of grammar, spelling, and letter formation, showing the findings, discussing the findings, and making a conclusion. Based on research results, found 212 writing errors were categorized into spelling, grammar, and letter formation. The most frequent writing errors made by students were in spelling. In spelling found, 116 errors, or 55% of the total writing errors. Several factors influence students writing errors, namely, the level of student preference for English subjects, difficulties experienced during the writing process, students learning activities while at home, and student participation in additional courses.
Keywords: Elementary School, Writing Error, Writing Skill.

Introduction

Writing skill is essential language skills to be learned by students. Writing skills must be owned starting from the elementary level. Students will have difficulties learning at the next stage Without adequate writing skills from an early stage. Writing is one of the skills that students need to master while learning English in the classroom. Writing is a process of thinking in an organized way so that readers easily understand the results of writing. Writing can be good if it includes a clear meaning and fulfills grammatical rules (Apriyanti C. et al., 2020). A person can pour ideas into conveying information to readers through writing. That means writing is a productive and expressive activity. Writing is compiling words or sentences into written language into a well-organized product (Puspitasari, I. 2019). In addition to reading and grammar, often emphasized in English learning, English language mastery also includes listening, speaking, reading, and writing skills.

According to Javed et al. (2013), writing is one of the most difficult English abilities for EFL students and is an essential skill. A lack of practice affects students' ability to write ideas in English. In writing texts, students should be able to develop topics by providing fundamental concepts and supporting information in each paragraph. To convey clear and systematic information to readers, students must do this (Ekorini, P. W. 2021). Since vocabulary is an essential part of language, they should also be able to use vocabulary correctly. According to Hailiday (Hari, C. S. 2011), one way to communicate a written text is by choosing the correct vocabulary.

Writing is verbal communication; writing is considered the most challenging language skill compared to other language skills (Fitrianita & Ramadhan, 2018; Situmorang, 2018). To ensure that the thoughts, ideas, and feelings are conveyed to the reader through the medium of written language, the reader can understand and comprehend what is written (Alwi et al., 2021; Sholeh et al., 2021). Often, students' writing difficulties are caused by students ability to master sentence structure, which makes them lazy to learn. In addition, writing difficulties are also caused by the way teachers explain writing lessons, which are still difficult for students to understand, as well as the lack of teacher instructions on how to write correctly and appropriately (Juariah et al., 2021; Kiswari et al., 2022).

Writing is one of the most challenging activities for students because students must be able to arrange their thoughts and feelings about the topic or events they are writing about

(Riyanti et al., 2019). Students can communicate the consequences of their ideas through writing or essays by processing their thoughts, honing their feelings, and writing articles (Fitriana, 2019; Fitrianita & Ramadhan, 2018; Saharah & Indihadi, 2019). The quality of a person's resources will be reflected in the ideas and ideas students communicate in their writing. Therefore, the better the writing is, the better the author's thoughts and ideas (Dewi et al., 2019; Sholeh et al., 2021).

However, practical experience demonstrates that not all elementary school pupils are proficient writers. Because it takes a thought process to produce diverse concepts in writing, students typically believe that writing is one of the most challenging activities to complete (Agusti et al., 2021; Luvita et al., 2020). Writing issues among kids are frequently brought on by teachers' subpar methods of instruction. Additionally, many schools still lack the tools necessary to evaluate language abilities, mainly writing abilities (Simanjuntak et al., 2019). If left unchecked, this will impact learning achievement that is less than optimal. Writing skills in children cannot be appropriately measured, so teachers cannot know the success of the learning process.

Previous research has shown that several variables influence reading, writing, and math challenges, including family environment factors, parental attention, assistance, and supervision. These variables are considered crucial and impact student interest, motivation, and the learning environment (Mardika, 2019). According to the findings of various studies, students' writing challenges can arise from both within them and outside their environment. Teachers might employ media and teaching strategies to address writing issues that can pique students' interest in writing (Kuntarto et al., 2020).

The findings of additional research show that low-grade students struggle with reading and writing because of their immaturity, preference for play over learning, appreciation for privacy when the teacher is speaking, preference for learning at home when there is homework, lack of support from those closest to them, teachers' lack of attention, and teachers' lack of assertiveness (Widyaningrum & Hasanudin, 2019). According to some of the findings of these studies, it can be concluded that factors such as students' physical and psychological limitations, parents' lack of attention, and the lack of media used by teachers to stimulate students' writing skills are the leading causes of students' difficulties with reading and writing (Destari, M. P. et al. 2022). However, in previous studies, no research has explicitly discussed the writing skills of elementary school students, along with the factors that influence students' writing difficulties. Therefore, this research is focused on knowing students writing errors and the factors that influence students writing errors in student grade IV SDN 2 Karangnongko, Kebonagung, Pacitan academic year 2022/2023. Then, it can get a solution.

Method

This research used a descriptive qualitative research design. The data were taken from 13 students, six males, and seven females, of grade IV SDN 2 Karangnongko, Kebonagung, Pacitan, in the academic year 2022/2023. The research was conducted from June 12th until 17th, 2023. The instrument used papers of student writing about introduction in English and interviews. The interview questions were open-ended questions that consisted of 5 queries. After being collected, the data were analyzed by the following procedures: calculating the number error of grammar, spelling, and letter formation, showing the findings, discussing the results, and taking the conclusion.

Findings and Discussions
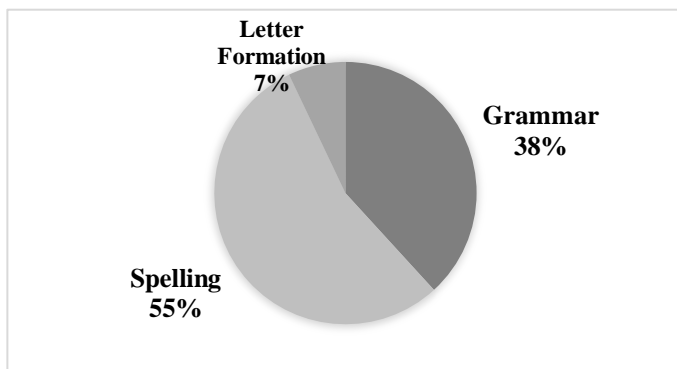### Student Writing Error

Figure 1. The Result of Student Writing Error

Based on research findings, it is found 212 writing errors categorized into spelling, grammar, and letter formation. Based on the results of the analysis carried out by the researcher, the most frequent writing error made by students was in spelling. The spelling found 116 errors, or 55% of the total writing errors. Then writing errors in the second order is grammar. The grammar found 81 errors or 38% of the whole writing errors. The fewest writing errors made by students were letter formation. In the letter formation, we only saw 15 errors or 7% of the total writing errors.
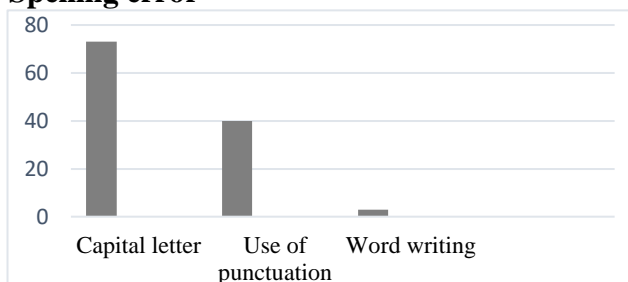
Spelling error

Figure 2. Result of Spelling Error.

The research results showed 73 errors in writing capital letters, 40 in punctuation, and three in writing words. Below are the example of spelling writing error sentences:

(1) My name is *anisa ayu hestari.*
(2) My name is *:* Desila Anggraini
(3) My hobby is playing *fotball*
(4) My *mckname* is Desila

In sentence (1), there is a writing error in the word *anisa ayu hestari.* The mistake is caused by not using the capital letter on the word *anisa ayu hestari*, a person's name. This is based on PUEBI (Badan Pengembangan dan Pembinaan Bahasa Kementerian Pendidikan dan Kebudayaan, 2016), that the capital letters must be used as the first letter of a person's name, including nicknames. Because of that, the word *anisa ayu hestari* should be fixed to *Anisa Ayu Hestari.* Overall, the most common errors in using capital letters found in students writing are not following the indicators of writing procedures set out in PUEBI. Most students still misplace and use capital letters in the words that make up sentences.

In sentence (2), the error is found in using punctuation marks (:) in the middle. According to Novrila (2021), how to use punctuation marks (:), namely (1) punctuation marks (:) are used at the end of complete statements followed by details, (2) punctuation marks (:) are used after words that require detailing, (3) punctuation marks (:) are used in drama scripts afterwords that indicate actors in conversation, etc. The sentence above is a complete declarative sentence. In this sentence, there is no indication of words that require detail as an

explanation of the previous sentence. In a declarative sentence, there is only one punctuation mark, namely punctuation marks (.) which are located at the end of the sentence as the closing statement. Because of that, the punctuation mark (:) should be omitted from this sentence. The sentence should be fixed to *My name is Desila Anggraini.* Three students made mistakes in this section.

In sentence (3), the error is found in the word *fotball.* The word does not form a word with a meaning because it lacks the letter /o/. It should be intact and has meaning. The word should be fixed to *football,* and the sentence should be fixed to *My hobby is playing football*. In sentence (4), the error is found in the word *mckname.* The word does not form a word with a meaning because it lacks a letter /n/ and /i/. It should be intact and has meaning. The word should be fixed to *nickname,* and the sentence should be fixed to *My nickname is Desila.*

Those words should be written intact and have meaning, but the student wrote them without a letter on vowel and consonant base words, so those words become incomplete and do not form a word. The cause of someone's mistakes in using language is because the language user has not known yet or does not know the language rules he used (Setyawati & Rohmadi, 2013). Even so, in any situation and condition, one needs to get used to trying maximum learning (Mustadi, 2018).
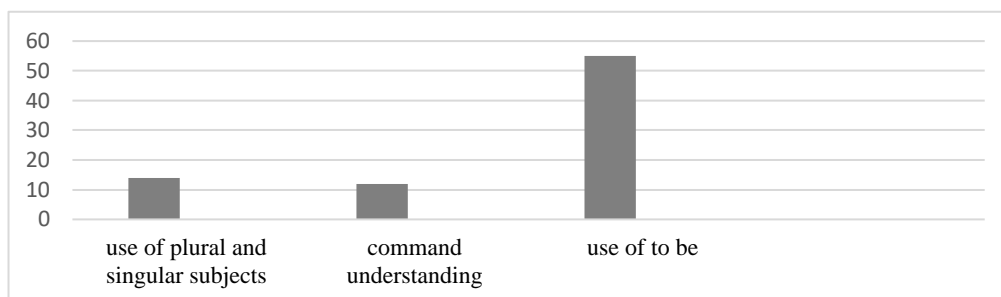
Grammar Error

Figure 3. Result of Grammar Error.

Based on the research results, there were 14 errors in the use of plural and singular subjects, 12 errors in command understanding, and 55 errors in the use of to be. Here are the example of spelling writing error sentences:

(1) My *names* is Asyafa Yogya Ningtyas
(2) *Let's* me introduce myself
(3) My nick name *(is)* Asyfa.

In sentence (1), the grammatical error lies in the word *names* as the second word. The error was caused by the student adding the suffix *-s* in a word that denotes a single subject. Adding a suffix *-s* or *-es* in the ending word indicates that the writer wants to use a plural noun in their sentence (Evayani, 2013). The word *name* is a form of a singular noun because it refers to the previous sentence, namely *my,* which means singular. Because of that, the word should be fixed to *name,* and the sentence should be fixed to My name is Asyafa Yogya Ningtyas. The number of students who made this mistake was one person.

In sentence (2), the grammatical error is found in the word *Let's*. *Let's* is an abbreviated form of let us where this sentence means us or is an invitation or can also be a suggestion. Because of that, the word should be fixed to *let,* and the sentence should be fixed to *Let me introduce myself*. The number of students who made this mistake was 12 students. In sentence (3) t,he error is found in the lack of to be *is*. The third sentence shows that the sentence is a nominal sentence with the presence of *Asyfa* with the noun class as a complement to the sentence. A nominal sentence is a sentence that consists of a subject and a complement without a verb. Nominal sentences are a substitute for the verb (Anggraeni, 2022). Because of that, to be is needed in the sentence. The sentence should be corrected to *My nick name is Asyfa*. All students made mistakes in not writing to be *is*.

Letter Formation Error

Based on the results of the analysis carried out by the researcher, there were 15 mistakes made by students in composing letter formations. Here is the example of letter formation errors:

(1) My *is name* Dani Abdul Maulana
(2) *Name my* is Dafa Nur Maulana

In sentence (1), a letter formation error occurs in the word *name*. The first sentence shows that the sentence is a nominal sentence with the marker as a substitute for the verb. As a result, writing the subject must be written first at the beginning of the sentence, then followed by to be and complement. The subject in the sentence is *my name,* and to be in the sentence *is*, while Dani Abdul Maulana acts as a complement. Because of that, the word should be fixed to the *name, and* the correct letter formation is *My name is Dani Abdul Maulana*.

In sentence (2), a letter formation error found in the word *name my*. The error occurs in the word *name my* that means *namaku* in Indonesian which should be written in English as *my name*. The sentence should be fixed to *My name is Dafa Nur Maulana*. Based on the results of interviews with students who made writing mistakes, namely students with initials D, it is true that the meaning of writing *name my* is *namaku*. The reason why the student wrote *name my* is because he translated the word from Indonesian, namely *nama* which means *name* in English and *ku* which means *my* in English and then combined them to *name my*.

Paragraphs shall be single-spaced with indentation in each paragraph. The paragraph must be written in Times New Rowman 12. It shows the findings of the research. It can be presented in charts, graphs, or table. The discussion has clearly stated the findings in depth. The author can separate the finding and discussion into different sub titles.

Table 1. The Result of Student Writing Error

No	Name	Grammar	Spelling	Letter Formation
1	B	12	6	0
2	D	7	3	6
3	M	5	8	0
4	DA	15	2	0
5	L	4	4	1
6	A	4	15	1
7	N	2	18	1
8	G	4	7	4
9	L	9	10	0
10	A	2	18	0
11	DAN	5	9	0
12	F	4	13	1
13	DE	8	3	1
	Total	81	116	15

The Factors That Influence Student Writing Error

Writing errors refer to mistakes or inaccuracies made by the author. English Writing Errors in elementary school refer to mistakes made by students when writing in English. These errors can include misspelling words, using the wrong grammar, punctuation, or capitalizing words. This error is standard among elementary school students still learning to write in English. Writing errors can occur for various reasons, including lack of knowledge or understanding of language rules, limited vocabulary, or lack of writing experience. Teachers

and parents need to help students identify and correct these errors to improve their writing effectively in English.

Based on the results of interviews conducted by researchers with students in grade IV SDN 2 Karangnongko, several factors influence student writing error, namely, the level of student preference for English subjects, the difficulties experienced by students during the writing process, students learning activities while at home and student participation in additional courses.

The first factor influencing student writing errors is the student's preference for English subjects. According to the results of the interview, most students like English. Nine students like English. One student quite like English, and the other three do not. It means students are interested in foreign languages as a subject at school. This shows that English is interesting to learn because English is beneficial for the future. For those who do not like English, it causes them only think about the difficulties they experience in the learning process. At the same time, foreign languages are usually taught as one of the subjects in schools with the aim of essential communication and mastering the four language skills (listening, reading, writing, and speaking) in that language within certain limits (Iriany, 2015).

In teaching and learning activities, there must be writing activities. According to Aceng (2013), writing is the process of expressing thoughts, sensory feelings, fantasies, wills, beliefs, and experiences arranged with graphic symbols in writing for communication purposes. Many students in grade IV SDN 2 Karangnongko like to note there are 12 students because they think writing is easy and fun. Some students even have a hobby of writing because, according to them, they can express their thoughts or feelings by writing.

The second factor that influence of student writing errors is the difficulties experienced by students during the writing process. When writing in English, students are bound to encounter obstacles. Most students have difficulty with vocabulary because students do not have many choices of words, even though vocabulary is essential in learning English. According to Sudrajat and Herlina (2015), vocabulary or vocabulary is a combination of vocabulary often used as a communication tool to convey messages or information to others. Not only did they have difficulty with vocabulary, but they were also confused when changing language, meaning that students lacked knowledge of grammar rules. Where it causes misspellings or the use of the wrong word, learning grammar means understanding how a word is formed and how a word will change its meaning according to the form used (Harmer, 2008: 32).

To overcome difficulties in learning English, students ask teachers and family members. Activeness in asking questions is an individual's activity in obtaining information from someone (Muhudiri, 2020). According to (Astuti, 2019), Giving questions is an individual's thoughts, and activeness in asking can encourage students' ability to think. In the learning process, students' activeness in asking questions is essential. Because students can immediately find out information that, according to students, they have not understood, by asking questions, students become more understanding in mastering the material provided by the teacher (Hope, 2020).

Some students open dictionaries and google as learning media to make it easier to find information. (Hamalik, 1992) Suggest that using teaching media in the teaching and learning process can generate new interests, generate motivation, stimulate learning activities, and even psychologically influence learning citizens. In addition, students are also creative by memorizing vocabulary, and there are also easy methods that can be practiced in learning activities. The singing method "sing a song" is suitable for improving English vocabulary mastery. Students are required to memorize the vocabulary contained in the song lyrics actively. Unintentionally, students have memorized the vocabulary in the song lyrics (Fandy in Fatimah and Muttaqim, 2020:3).

The third factor that influence of student writing errors is students learning activities while at home. In learning activities at home, most students wait for instructions from their parents, and only a few have the initiative to study independently without depending on their parents. What needs to be realized is that creative children are usually also ambitious (Utami Munandar, 1997). The last factor influencing student writing errors is student participation in additional courses. All students do not take English courses. This is due to financial constraints and inadequate infrastructure from teaching staff and teaching materials.

Conclusion

Based on the data analysis and research findings about student writing errors in students grade IV SDN 2 Karangnongko, Kebonagung, Pacitan academic years 2022/2023. Found 212 writing errors categorized into spelling, grammar, and letter formation. The most frequent writing errors made by students were in spelling. The spelling found 116 errors, or 55% of the total writing errors. Then writing errors in the second order is grammar. The grammar found 81 errors or 38% of the whole writing errors. The fewest writing errors made by students were letter formation. In the letter formation, only found 15 errors, or 7% of the total writing errors. Several factors influence students writing errors, namely, the level of student preference for English subjects, the difficulties experienced by students during the writing process, students learning activities while at home, and student participation in additional courses.

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UNDERGRADUATE STUDENTS DIFFICULTIES IN WRITING INTRODUCTION FOR RESEARCH ARTICLES

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Abstract

This study aims to identify the difficulties faced by students in writing introductions for research articles. A qualitative analysis method was used with a qualitative descriptive design approach. Data was collected through an open-ended questionnaire. Thirty-three students from the fourth semester of the English Education Study Program were asked to complete a questionnaire regarding their difficulties in writing introductions for research articles. The results of the questionnaire showed that the students had nine difficulties faced. The difficulties faced by the students were as follows: 1) determining the topic and title of the research articles, 2) identifying and formulating a problem for research articles, 3) citing and using references in research articles, 4) determining the research gap in the research articles, 5) using sentence structure in research articles, 6) grammar, spelling, writing mechanics, 7) motivation, 8) anxiety, 9) time management. Writing essays is challenging for students in English Education Study Program. Further research is suggested to find practical strategies for teaching academic writing courses.

Keywords: Academic Writing, Research Articles, Students Difficulties

Introduction

Writing skills are essential nowadays because people use not only verbal communication to communicate with each other but also non-verbal communication. In other words, writing is a necessary form of communication used as a communication tool to connect people. According to Kellogg (2001), writing is a cognitive process that tests memory, thinking skills, and verbal commands to express ideas successfully; proficiency in composing a text indicates successful learning of a second language. As a second language learner, good writing skills enable students to convey thoughts and communicate ideas so that others can understand them well. Therefore, writing is one of the most prominent skills that English language learners must master. In addition, writing ability is also essential because it determines students' success in learning English.

Academic research papers are expected to be structured in a manner defined by particular norms, standards, conventions, and rhetorical moves that make them different from writing for other purposes (Cargill & O'Connor, 2013). The structure of the undergraduate project report consists of an abstract and five sections: introduction, literature review, method, results and discussion, and conclusion. In this study, the researcher wants to know students' difficulties in writing an introduction. The role of the introduction, in general, is to convey the topic or argument that authors highlight in their manuscripts. As an opening, the introduction captures the reader's attention while introducing the significance of the study. It conveys a lot of information to readers (Claremont, 2017). The introduction serves the purpose of leading the reader from a general subject area to a particular field of research. It establishes the context of the research being conducted by summarizing current understanding and background information about the topic, stating the purpose of the work in the form of the hypothesis, question, or research problem, briefly explaining your rationale, methodological approach, highlighting the potential outcomes your research can reveal, and describing the remaining structure of the paper.

Research articles are the most valuable tool for disseminating research results around the world. Knowledge and new information can be easily obtained by writing a research paper. However, the writing of a research article is not an easy task. Several requirements need to be fulfilled to be accepted by the publisher. Arsyad (2013) explains that research Article

Introductions (RAIs) have become an essential section of all research article sections for two significant reasons. First, since it comes first in the article where readers will read it first before reading other areas. Second, since it introduces the entire article, it will determine whether readers read different sections of the article or not. He also asserts that the article's introduction section is important because of its position and function. The introduction of a research article is also the connection between readers and the authors' work. If it can bridge the gap between the knowledge of the target readers and the research papers, it will show that the introduction is successful (Arsyad, 2013). So, the introduction must be written attractively, but the content must be complex because it is the first part that determines the reader to continue reading.

In writing, many undergraduate students experience various kinds of difficulties. Therefore, in this research, the factors that will be underlined are the factors proposed by Brown (2007) as, such as psychological factors, sociocultural factors, and linguistics factors. Factors related to the author's internal factors can also be called psychological factors. Brown (2007:153) argues that students' psychological factors can be identified from students' affective factors. Furthermore, Brown (2007:154-157) explains that affective factors - which are psychological factors that will influence students in creating good scientific article writing are a) self-esteem; b) attribution theory and self-efficacy; c) willingness to communicate; d) inhibition; e) risk-taking; f) anxiety; g) empathy; h) extroversion; i) motivation. All the psychological factors mentioned by Brown (2007) will influence a learner's decision in making research objectives, data for research, research findings, and overall research.

Culture establishes a context of cognitive and affective behavior for each person, a template for personal and social existence. But peoples tend to perceive reality within the context of their own culture, a fact that has been created and, therefore, not necessarily a reality that is empirically defined. Since language cannot be separated from culture, it is also essential to analyze the difficulties in writing research articles from the point of view of sociocultural factors. Brown (2007) said that culture becomes very important in second language learning. Therefore, the focus of sociocultural factors that will be raised in this research regarding difficulties in writing research articles is emphasized on three aspects, namely: a) social distance among each student and the relationship between students and lecturers, b) the culture in the language classroom used by students, and c) communicative competence among students and lecturers.

The linguistics factor will first consider contrasts between native and target language and the effect of the first language on a second. Brown (2007) classifies four categories to describe errors in second language learner production data. Brown's first overview is to identify the mistakes based on addition, omission, substitution, and ordering. The second category, according to Brown, for identifying errors, puts into consideration the level of the student's language (phonology, lexicon, grammar, and discourse) that should be considered. Thirdly, mistakes can also be analyzed based on global or local errors, as Brown (2007) suggested identifying errors by considering two related error dimensions, domain, and extent. Brown (2007) explains that domain is the level of linguistic units (from phonemes to discourse) that must be taken as context for the error to become apparent, and extent is the level of linguistic units that must be deleted, replaced, supplied, or re-ordered to correct the sentence.

The problems and difficulties faced by students in writing academic research reports have been an interesting issue for several previous researchers. The results of the previous research revealed that students make grammatical errors, have a lack of vocabulary and face problems in structuring and organizing sentences, ideas and paragraphs. Problems and difficulties in writing the Introduction section of research papers in various fields such as social sciences, scientific and technical fields have attracted the attention of researchers (Aprilia et al., 2020; Cheung, 2012; Diyana & Monsefi, 2017; Jovita, 2016; Khadijah, 2020). The problem also faced by STKIP PGRI Pacitan students also faced the problem, especially the fourth

semester of the English Education Study Program in the Academic Writing course. The students have difficulty in making an introduction to a research article.

Therefore, this research stands on the argument to investigate undergraduate students' difficulties in writing introductions in research articles, especially those majoring in English Education Study Program. The analysis of students' difficulties is defined as an attempt to reduce the possibility of the recurrence of students' difficulties in writing introductions in research articles. They can reflect on themselves through this research before conducting research. In addition, this analysis is also believed to be an evaluation of students' understanding and ability to conduct research which will lead to an improvement in the quality of students in the future.

From the discussion above, the researcher is interested in analyzing students' difficulties in writing introductions in research articles in the fourth-semester academic writing course titled " Undergraduate Students Difficulties in Writing Introduction for Research Articles."

Method

This study used a descriptive qualitative research design. The researcher used purposive sampling. Data was taken from 33 fourth-semester students who took English Education Study Program at STKIP PGRI Pacitan. The researcher used a questionnaire with a Google Form platform to collect data. The researcher spread the data using WhatsApp. The questionnaire consisted of 13 questions in the form of open-ended. The data were taken in May 2023. After collecting the data, the researcher analyzed the data, which included checking the completeness of the answers, coding the respondents, grouping the data, presenting the data, and drawing conclusions.

Findings and Discussions

After collecting the data from a questionnaire, the researcher found several difficulties for students writing introductions in research articles. From 33 respondents obtained nine challenges faced by students, which are:

Determine the topic and title of the research articles

Research topics and titles were the most important factors in research. The data collected using questionnaires found that most students had difficulty determining topics and formulating titles for writing research articles. This was evidenced by the argument of 16 respondents. *"saya kesulitan mencari bahan dalam menentukan topik dan judul artikel untuk menjadi penelitian saya"*. Students must be diligent in finding information to get material for research topics. Students cannot be original in determining the topic. This was in line with respondent 8 *"saya kesulitan menentukan topik yang menarik untuk dijadikan sebuah penelitian"* and respondent 7 *"Ke-urgency-an topik yang ingin saya angkat dalam penelitian"*. So that in deciding the topic to be chosen, students must make considerations first. This was one of the difficulties felt by students.

Then students also revealed that they had difficulty in composing titles for research. Students still struggle to make a correct, engaging, and valuable title. This was stated by respondent 9 *"Kesulitan saya adalah mencari diksi yang tepat untuk judul"*. In line with respondent 3 *"Kesulitan saya dalam menentukan topik atau judul artikel penelitian adalah memadatkan kata dalam merancang judul untuk menghasilkan judul yang menarik, bagus, dan berbobot"*. So the reason students find it challenging to determine the topic and formulate the title is that they do not find enough information to decide a particular case, choose the urgency of a matter, and choose diction in developing the title.

Identify and formulate a problem for research articles

A research problem was the issue discussed in the research. A research problem can be a difficulty or conflict to be overcome, a condition to be corrected, a concern to be addressed, a troubling question, or a theoretical or practical controversy (or gap) in the scientific literature.

The research problem helps refine the topic into something that makes sense for conducting research. From the questionnaire, it was found that students had difficulty identifying and formulating problems in writing research articles. As stated by respondent 26 *"Kesulitan saya adalah kurang bisa menentukan/memilah milih apa masalah yang di hadapi dan muncul di sebuah research yang saya teliti, pastinya bukan hanya satu permasalahan saja tetapi mungkin ada beberapa masalah yang ada, dan terkadang saya bingung prioritas masalah seperti apa yang harus di indentifikasi terlebih dulu"*. From this expression, it was known that students were still confused in identifying problems in a topic. This was in line with the answer from respondent 22 *"Saya merasa kesulitan untuk mengindetifikasi atau mengkaji masalah-masalah apa dari topik yang akan saya bahas ke dalam sebuah penelitian"*. So the reason students have difficulty in determining research problems is due to prioritizing the problems to be discussed and identifying problems in a particular topic.

Cite and use references in research articles

In writing an introduction to a research article, students must be able to cite and use references properly. The questionnaire data found that students still found it difficult to cite and use references in writing introductions to research articles. This was evidenced by the answers of respondent 18 *"saya kesulitan dalam mencari referensi yang sesuai dengan tema yang akan saya bahas, saya malas untuk membaca banyak referensi saya kesulitan melakukan parafrase untuk menulis kajian literature"*. The student said it was still difficult to find references appropriate to the theme discussed. The student also said that he had difficulty paraphrasing. This was in line with the answer from respondent 6 *"kesulitan mengutip dari pendapat ahli, kesulitan menggunakan bahasa saya sendiri"*.

In addition, another student also revealed that they had difficulty finding reference sources. Respondent 6 answered that *"sumber yang terbatas, mencari teori yang sesuai dengan sesuatu yang saya bahas"*. The same thing was stated by respondent 22 that *"Kesulitan yang saya alami adalah keterbatasan sumber yang saya dapatkan yang digunakan sebagai landasan teori"*. So the reasons for students' difficulties in citing and using references in writing introductions in research articles are that they were lazy to find connections that followed the theme, had difficulty paraphrasing, and had limited reference sources.

Determine the research gap in the research articles

The introduction should outline the general area of research along with the specific focus of interest to the authors. The introduction should also outline the research gap explicitly. The questionnaire data found that students had difficulty determining the research gap in writing an introduction to a research article. This was conveyed by respondent 10 *"saya kesulitan dalam menentukan Research gap dalam penelitian saya dengan penelitian lain"*. The student had difficulty comparing his research gap with other studies. This was in line with what was conveyed by respondent 27 *"kesulitan yang saya alami yaitu dalam mencari hasil penelitian lain dan membandingkan dengan penelitian yang sedang dilakukan (menentukan gap) membuat kesimpulan dari beberapa penelitian sebelumnya."*

There were even students who still did not understand the research gap. Respondent 14 stated that *"saya tidak tahu apa itu research gap"* The same thing was stated by respondent 2 *"saya belum paham terhadap research gap"*. This should be one of the reasons students find it challenging to determine the research gap in the student's research. So the reason for students' difficulties in determining research gaps in a writing introduction for a research article was that they had problems comparing their research with other studies, and there were still students who did not understand the research gap.

Using sentence structure in research articles

As people know, academic writing requires a logical structure and a sentence. The questionnaire results showed that students struggle with sentence structure in writing introductions for research articles. This was shown by the answer from respondent 14 that *"saya belum terlalu paham menulis struktur kalimat yang baik"*. The student said they did not

understand writing sentence structures well. This was in line with the answer from respondent 6 *"saya kesulitan membuat struktur kalimat yang baik dan benar.*

Another reason was given by respondent 22 that *"Kesulitan saya yaitu dalam penggunaan kata depan sebuah kalimat atau kata yang digunakan untuk mengawali sebuah kalimat. Selain itu saya merasa sulit untuk mengolah kata menjadi bahasa ilmiah".* The student revealed that in writing a sentence there were difficulties in using prepositions, words that were suitable for use in sentence prefixes and using formal diction. This was supported by the answers of respondents 9 and 10 who have similar answers that *"saya kesulitan dalam memilik kata atau vocabulary yang benar dalam menulis sebuah artikel ilmiah".*

Students also find it difficult to ensure that the sentences they make are coherent with other sentences. This was stated by respondent 24 *"Kesulitan saya adalah memastikan adanya keterkaitan dengan kalimat sebelumnya".* A similar answer was also given by respondent 22 *"(saya kesulitan) Menghubungkan kalimat secara koheren."*

So the reason students have difficulty with sentence structure in writing introductions for research articles was they have not mastered sentence structure properly and correctly. Students have difficulty selecting formal vocabulary for academic writing and still have problems making coherent sentences in one paragraph.

Grammar, Spelling, Writing Mechanics

The peoples know that grammar, spelling, and writing mechanics are elements of writing. The questionnaire found that students struggle with grammar, spelling, and writing mechanics. This was stated by respondent 12 that *"saya belum terlalu paham dengan grammar, dan kadang kurang memperhatikan mekanisme penulisan".* Here the student revealed that they did not really understand the grammar and sometimes did not pay attention to the writing mechanism. This causes the student to have difficulty with grammar and writing mechanisms. This was also stated by respondent 18 that *"saya masih belum memahami secara menyeluruh cara penggunaan grammar, kadang saya lupa memperhatikan huruf besar dan kecil".*

In addition, students also said that they had difficulty with spelling. There were often typos that they do not realize. This was stated by respondent 25 that *"yaa, terkadang saya belum bisa menggunakan grammar, dan ejaan yang membuat artikel saya keliru dan dikritik oleh dosen".* Respondent 27 also said the same thing that *"Kesulitan yang saya alami dalam menulis artikel yaitu pada penggunaan tata bahasa yang baku dan benar. juga sering terjadinya typo yang tidak disadari dan belum di benarkan"*

So the reason students find difficulty in grammar, spelling, and writing mechanics is because they do not understand the use of grammar and lack attention to the use of writing mechanics and spelling.

Motivation

Each student has their reasons for writing and different motivations. From the questionnaire results, it was found that students have difficulty motivating themselves to write research articles. This was mentioned by respondent 18 that *"saya kesulitan dalam memotivasi diri saya sendiri untuk menulis artikel ilmiah".* In line wits answer from respondent 03 *"Kesulitan lain yang saya alami adalah kurangnya motivasi…."*.

Other students also said that they think motivation in themselves was very important because motivation has a big influence on their work. Respondent 9 said *"Kesulitan lain yaitu kurangnya motivasi dalam diri. Terkadang juga saya punya ide tapi bingung cara menuangkannya dalam bentuk tulisan".* In line with respondent 18 that *"(saya kesulitan) Motivasi: (karena) Menulis artikel penelitian membutuhkan ketekunan dan motivasi yang tinggi"*

So, motivation was one-factor influencing students in writing introductions for research articles. It was important for students to be motivated to complete their writing tasks.

Anxiety

Although peoples know what anxiety is and have all experienced feelings of fear, pressure is still not easy to define in a simple sentence. From the questionnaire results, it was known that most students said they felt anxious when writing research articles. This was explained by respondent 4 that *"saya merasakan cemas ketika menulis sebuah artikel penelitian karena saya merasa takut salah".* The student felt uneasy about writing the research article because they feared being wrong. This can happen because it was based on other factors of difficulty writing research articles. In line with the answer from respondent 2 *"saya kurang pede dan kadang cemas jika saya melakukan kesalahan dalam menulis sebuah artikel".*

In addition, respondent 32 also said that *"Saya tidak percaya diri ketika membuat artikel penelitian, cemas jika isi artikel tidak sesuai dengan tema".* Besides being afraid of making mistakes, students also lack confidence, so they feel anxious if the article does not follow the theme discussed.

So the reason why the students feel anxiety in writing introductions for research articles was because of low self-confidence and afraid of making mistakes both in writing and the suitability of the content to the theme discussed.

Time management

Time was one of the things that cannot be changed by humans. From the questionnaire results, it was known that students also have difficulty in managing time when writing research articles. This was stated by respondent 8 that *"saya kesulitan dalam pengelolaan waktu".* in line with the statement made by respondent 6 *"saya kesulitan mengelola waktu dan saya merasa susah ketika akan memulai menulis"* and respondent 7 *"Alokasi waktu, batas waktu".*

Respondents' answers showed that they experience difficulties in time management. Students had to be able to manage their time well because time management greatly affected the assessment results obtained by students. If students are late in completing assignments, it will affect their grades.

Conclusion

The difficulties students face in writing introductions for research articles have been found and discussed. Students faced Nine difficulties with different reasons in writing introductions for research articles. These difficulties were determining the topic and title of the research article, identifying and formulating the problem in the research article, citing and using references in the research article, defining the research gap in the research article, using the sentence structure in the research article, grammar, spelling & writing mechanics, motivation, anxiety, and time management. So, the nine difficulties above were experienced by fourth-semester students of the English Education Study Program of STKIP PGRI Pacitan in the academic year 2022/2023 in writing introductions for research articles. Writing essays is challenging for students in English Education Study Program. Further research is suggested to find practical strategies for teaching academic writing courses.

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GADGET FOR STUDENTS IN LEARNING ENGLISH

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Abstract
This research aims to know the effectiveness of gadgets in learning English, the learning source for online learning media, and students creativity in using gadgets as English learning media. This research is descriptive quantitative. This research was conducted from 12nd-14th of June 2023. The data were taken from 160 students of SMKN 2 Pacitan and SMA N Punung. The instrument was an online questionnaire. The questionnaire consists of 7 questions in a closed-ended form and two in an open-ended format. There are several main questions in the questionnaire, namely how practical gadgets are in helping English language learning and what applications students often use to learn English through gadgets. The researcher collected the data by implementing these terms: the researcher made the instruments and spread the instrument to the respondent, then collected the data with submitted the response through a Google form. After collecting the data, the researcher analyzed the data by the following process: classifying and eliminating the data based on the reaction of the respondents, and last, presenting the data in charts and diagrams. The result shows the application used by students to translate an English term are google translate, U Dictionary, BaBla.co.id, DEEPL Translate, and other applications. The figure shows that most students (95,6%) use Google Translate as a source for learning by using gadgets. From this research, we can conclude that gadgets benefit students learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they find on social media. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.
Keywords: Gadget, Method, Learning English

Introduction

In this era, the gadget is essential for learning. Devices are more sophisticated and can help the learning process. Most students have gadget personal—gadgets as an alternative to support learning currently, especially in cities that have fulfilled. According to D Julianingsih (2020), the gadget-based learning process can be applied if the conditions are like this. This research is different because there are some areas where the signal is still tricky. This will be an obstacle in the learning process. Cloud computing technologies have changed how applications are developed and accessed (J. e Technol, 2009).

Gadgets have many positive effects, such as helping complete tasks, translating English to Indonesia, browsing knowledge, etc. According to Srinahyanti (2019), many researchers believe that using gadgets can impact the growth and development of early childhood. The world cannot imagine learning without modern devices. Gadgets provide a vast number of new features designed to affect the improvement of the learning process. According to Apriyanti (2020), They have much time on their television and gadget (both for entertainment and learning) and deal with boredom. This is, of course, a supporting factor for the learning process. Students also don't feel bored and are more interested because of the technological sophistication of the gadget. The addiction of children to gadgets has a massive influence on their social growth (Kurniawati, 2023 (Khan, 2019)).

Besides that, several schools have received a budget from the government to purchase learning devices. The more knowledge will get in gadgets because the scope is extensive. Students can look for material in books and widen their knowledge and understanding of technology. Assignments can also be given via devices to use time more efficiently. There is a lot of expertise and knowledge to be gained from this gadget. The snoring detection deep learning model has an accuracy of 96%. A prototype system consisting of the listener module,

the wearable device, and a smartphone app has been developed and tested successfully (Tareq Khan Electronics, 2019).

Anshori (2021) states that most students use gadgets for playing games, social media, editing videos, and watching YouTube. This discussion will review different things, namely, using devices to learn English. This makes it easier for students to learn foreign languages. They can use the translation feature or other applications. In addition to using the dictionary, students can use gadgets to look for further references. So they can get optimal knowledge. There are a variety of free apps for learning English. Gadgets, Games, and Gizmos is an innovative book that provides practical and original solutions to the impending boomer/gamer knowledge and skills transfer gap (John Wiley & Sons, 2007).

Sudiyono (2021) states this study uses a quantitative approach to determine the effect of gadget use and the environment on students' learning interests. This, of course, can improve the quality of children in the learning process. Many things can be obtained and applied to knowledge in gadgets. This will undoubtedly make the teaching and learning process more exciting and efficient. Innovation in education requires that learning be more meaningful and quality. According to Santoso (2019), it also aims to direct according to the needs of the rolling and the beat of the times. Therefore technological progress must be applied evenly throughout Indonesia.

Uneven development and difficulty with signals are still obstacles in some areas. This problem must be a concern of the government because it is for the continuity of the educational process. The government must provide a solution so that other regions do not leave the area behind, especially in the education sector. According to Bergen (2023) that endemicity attribution should be distinguished from other metacognitive operations (such as reality monitoring) and propose that this attribution is a "cognitive gadget," a distinctively human ability made possible by cultural learning. Children are the nation's next generation whose education must continue to be supported. If progress is uneven, there will be setbacks in the learning process. This can complicate the development of science in the future.

Saleem (2021) states this research recommends that schools provide education about the importance of interest in learning to achieve expected achievements and provide learning support facilities such as better facilities and infrastructure so that the environment learning becomes more comfortable in the era of technological development. The importance of the awareness of teachers to provide education on technological advances is very influential in this millennial era. So that children do not stutter technology and can compete in the field of education in this era of technological advancement. The use of gadgets by Gen-Z almost all the time in their daily lives enables research to improve scientific literacy by using gadgets (Widodo, 2020).

Parental factors also have an essential role in children's education. They must be able to become tutors in guiding children to seek knowledge because they are also teachers when children are at home. According to Apriyanti (2018), the benefits of parent teaching activity are as follows: the parents have the experience to teach the students, the parents know the actual teaching-learning process in the classroom, the parents can communicate with the teacher, the parents can understand the students and parent teaching can increase students' motivation and interest. In this case, we will discuss this differently because this research focuses on assisting parents in helping children learn to use gadgets. Using gadgets as a medium of learning is exciting and very easy (Sudibyo, 2020).

This research differs from previous research because it will measure how influential and essential gadgets are in learning English. Of course, gadgets can be something interesting for students who study English.

Method

This research is descriptive quantitative. This research was conducted from 12th-14th June 2023. The data were taken from 160 students of SMKN 2 Pacitan and SMA N Punung. The instrument was an online questionnaire. The questionnaire consists of 7 questions with closed-ended forms and 2 with open-ended format. There are several main questions in the questionnaire, namely how practical gadgets are in helping English language learning and what applications students often use to learn English through gadgets. The researcher collected the data by implementing these terms: the researcher made the instruments and spread the instrument to the respondent, then ordered the data with submitted the response through Google form. After collecting the data, the researcher analyzed the data by the following process: classifying and eliminating the data based on the reaction of the respondents and presenting the data in charts and diagrams.

Findings and Discussions

The effectiveness of gadgets in supporting students' interest in learning English

Gadgets with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. They almost replace reference books and avoid the physical labor of visiting the university library. This research finds that gadgets are beneficial for students in learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they see on social media. According to Apriyanti (2021), many students get inspiration on how to answer the problems that have been determined at the beginning of the lesson, as well as looking for the best, most efficient, and exciting way through shows available on online-based social media. This study found that students enjoy learning English more when many applications are available on gadgets such as TikTok, Youtube, Instagram content, etc. Some students stated that by using gadgets, students do not need to open printed dictionaries to find complex vocabulary. Then with gadgets, students stated that the existence of gadgets made it easier for students to meet foreign tourists at unexpected times. Some students also learned to optimize the functions of gadgets to access gadget functions. Then with gadgets, students stated that gadgets made it easier for students to meet foreign tourists suddenly. Some students also said that with gadgets, students could learn many new things besides learning English. Students also learned to optimize the functions of gadgets in accessing applications. Nowadays, everything can be quickly learned through Youtube and free and paid websites accessed through gadgets.

Despite the gadget's effectiveness in gathering information for classroom activity, some teachers and parents may not encourage their children or students to use it. Since students can easily access information on their gadgets, they may not find it necessary to store it in their minds. Most students say that with gadgets, learning becomes much more fun. Besides that, learning does not become something complicated and stressful. Some students also think that with gadgets, students can easily find various information related to further education that they will take. Also, 1.5% of students state that whether or not gadgets are practical as a learning medium depends on the person who operates them. Sometimes gadgets can be used properly, but few people also use them. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.

Students' learning source for English online learning media.

Learning resources are an essential part of online learning. The source is shown in the figure :
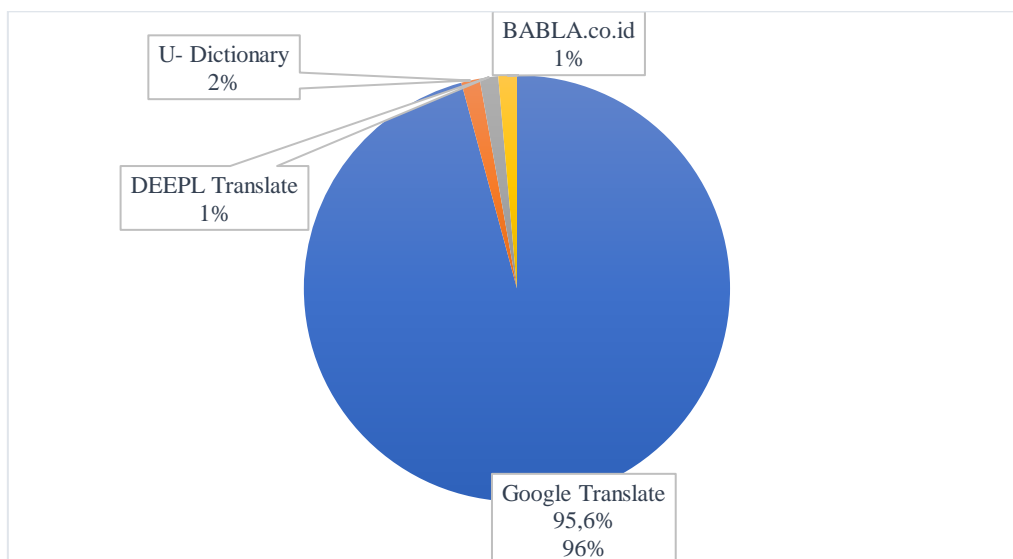
Figure 1: Students learning source for English online learning media.

The figure shows that most students (95,6%) use GOOGLE TRANSLATE as a source for learning using gadgets. Google Translate is still the student's favorite choice of application to help translate English. The ease of use offered by one of these Google products is why many people still choose it. Easily accessible and free is why it is widely used as a learning tool.

Apriyanti (2021) states Online learning requires adequate support and user facilities. Some students (1,4%) use U-DICTIONARY for learning online. One of the learning applications that students also use is the U-Dictionary. With the U-Dictionary application, students can translate English into Indonesian or other languages by knowing the pronunciation of that language using its Voice feature. Not only that, but students can also use the camera feature to translate using the camera without having to bother typing.

Students also use DEEPL TRANSLATE (1,4%) and BABLA.CO.ID (1.4%), but the number is tiny. Some of them also learn from other social media. The development of technology is fast nowadays, not only tools that can make it easier for students to learn but also to gain knowledge in the world of education. Progress in this field can undoubtedly improve the quality of student learning.

Learning sources in the learning system can help students facilitate learning to achieve the learning objectives. In the current global era, learning is done technologically. Automatically the learning resources needed will be different from the previous learning resources. Learning resources are more digital, namely learning resources that require technology to access them and are paperless. Digital learning resources support independent and individual learning, making learning more exciting and new to individuals. Effective and can provide a unique experience.

Students' creations in using gadgets as an English learning media.

Students utilizing gadgets have their learning techniques to be able to understand English. With the gadget certainly creates a diverse learning atmosphere for students. Students who were not interested in learning English now began to love English because of the many exciting features and applications that currently use English as the language for setting up the operating system. Various kinds of applications on gadgets provide different learning models that make students learn fun and stay directed according to the learning needs of each student.
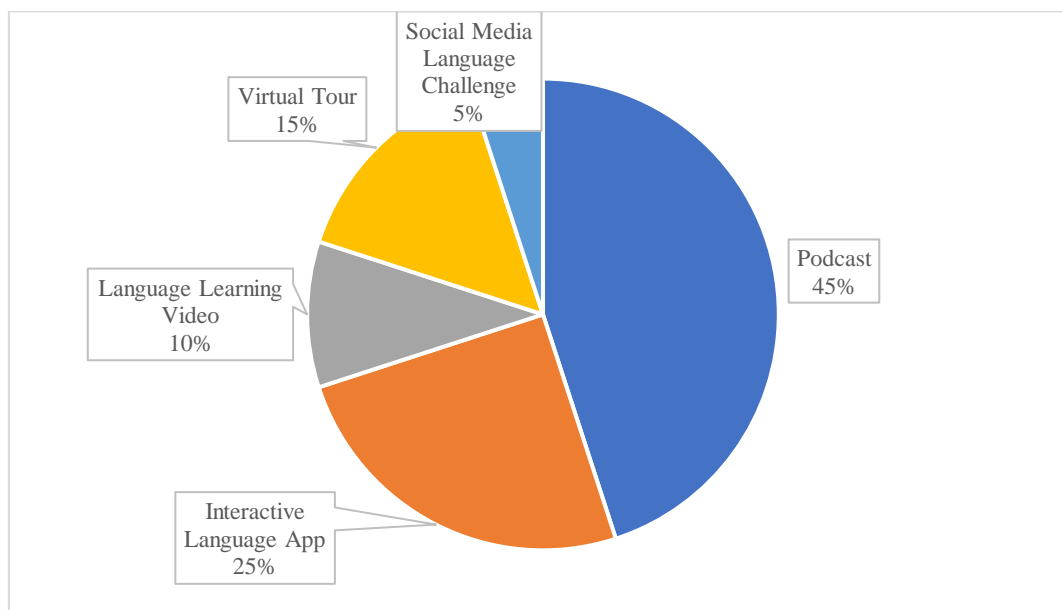
Figure 2. Students' creations in using gadgets as an English learning media.

Podcast.

The figure shows that most students (45%) use podcasts as a practical learning medium for learning English. Students can have remarkable ability in English through English language podcasts. Students can discuss various topics, conduct interviews, or present short stories. This exercise helps improve speaking and listening skills and the ability to express ideas clearly.

Interactive Language Apps.

Some students (25%) use Interactive Language Apps to understand English terms through gadgets. Students can create interactive language learning apps with vocabulary games, grammar quizzes, speaking exercises, and pronunciation guides. These apps can be designed for mobile phones or tablets and shared with peers or more comprehensive language learning.

Virtual Tours.

Some students (15%) can design virtual tours of English-speaking countries or critical cultural landmarks. By incorporating multimedia elements, such as 360-degree photos, videos, and audio descriptions, they can practice students' language skills while learning about different cultures and languages

Language Learning Videos.

This chart implies that (10%) of students use language learning videos to produce educational videos on various English language topics. Students can use gadgets to record and edit some videos, incorporating subtitles, quizzes, or even mini-dramas to engage viewers and improve listening comprehension.

Social Media Language Challenges.

Several students use social media language challenges to increase their English through gadgets. Students can participate in or initiate language challenges on social media platforms. For instance, students can create a "Word of the Day" challenge, where participants share a new English word daily and its definition and usage in a sentence.

Conclusion

The result shows that most of the students 98% have gadgets and study through online learning. The application students use to translate an English term is google translate, U Dictionary, BaBla.co.id, DEEPL Translate, and other applications. The figure shows that most students (95,6%) use Google Translate as a source for learning by using gadgets. Google

Translate is still the student's favorite choice of application to help translate English. Some students (1,4%) use U-Dictionary for learning online. Students also use Deepl Translate (1,4%) And Babla.co.id (1.4%), but the number is minimal. Some of them also learn from other social media. Students utilizing gadgets have their learning techniques to understand English. The figure shows that most students (45%) use podcasts as a practical learning medium for learning English, and some students (25%) use Interactive Language Apps to understand English terms through gadgets. Some students (15%) can design virtual tours of English-speaking countries or critical cultural landmarks, and (10%) use language learning videos to produce educational videos on various English language topics. From this research, we can conclude that gadgets benefit students in learning English. In addition, gadgets can broaden students' horizons about updating English terms through what they find on social media. However, it should be underlined that the development and use of various modern features are helpful for human work, but it still depends on who and what they are used for.

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TECHNOLOGY IN TEACHING ENGLISH AT SD NEGERI PACITAN

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Abstract
This research aims to know the teachers' perspectives toward the importance of technology, school support for implementing technology in teaching-learning, factors affecting the implementation of technology in learning, and obstacles to the application of technology. This is descriptive quantitative research. The data were taken from 8 English teachers in SD Negeri Pacitan. The data were gathered from June 9, 2023, until June 12, 2023. The researcher collected the data by sharing an online questionnaire with 8 SD Negeri Pacitan English teachers. The result shows that most English teachers in SD Negeri Pacitan use technology in teaching English. Based on 8 English teachers' answers, students were more interested and enthusiastic about technology-based learning than book-based learning. So that the progress of English learning will be significant, the strategies like developing students' English skills with technology regularly and using English application according to students' ability is needed to avoid students' problem related to technology may happen.
Keywords: Elementary School, Learning English, Technology

Introduction

The 21st century is the golden age of science and technology. Science and technology have rapidly developed. It brought a series of positive impacts on human lives, one of that is in the line of Education. According to Anwar et al. (2021), writing is technology in education interpreted as learning materials and learning tools. Technology in education can accelerate teaching and learning progress because it creates a more active, creative, and innovative situation. It is excellent to implement for learning English.

English has become the Lingua Franca globally. If people in all corners of the world want to communicate with people from different nations and languages, they will use English. The practice of teaching English in the current generation is relatively high, and this can be seen from the enthusiasm of parents who equip their children with English. Teaching English is taught early at preschool and elementary school levels. Teaching children at an early age is carried out during the golden period of children when new things rapidly stimulate children. The generation before puberty is necessary for language development (Kaniadewi, 2008). In addition, the child's pragmatic development process is increasing, and English is an international language that must be mastered. Parents have high hopes for teaching English to teachers at school.

As a foreign language, many students are scared to learn English. Still, it does not because technology allows students to access online dictionaries, video tutors, intelligent applications, English audiobooks, etc., making it easier for students to learn English. It means that technology is helpful for students. If technology did not exist, students would still struggle to learn English. That is why technology implementation in education must be applied to improve student learning. The application of technology in the teaching-learning process will be helpful for learners (Clements & Sarama, 2003). The students need to be more creative than listening to the teachers' material (Apriyanti, 2021)

In addition, Mothibi (2015) undertook a meta-analysis study of the relationship between E-learning and students' academic achievement. School actors, stakeholders, and teachers are hoped not to overburden students with heavy materials and tasks (Apriyanti, 2020). The potential for using technology to improve better education is very predictable. Implementing technology in teaching English will be a challenge for teachers. If a teacher succeeds in bringing

and applying technology to his class, then that teacher is a teacher who is one step ahead. To fulfill the above, government, teachers, and schools must work together or support each other.

The facts show that several public and private elementary schools in Pacitan have tried to use technology in the learning process. However, geographical factors, some still in remote areas, still make access to technology and the internet an obstacle. The obstacles to implementing online learning include network or signal factors, limited internet quota, online learning platforms not being mastered, and mastery of the material not optimal (Zuriah & Rahmandani, 2021). This is due to the learning environment factors and the characteristics of students. Another obstacle is the large number of teachers who cannot use technology and the lack of school internet facilities. So this shows the difference in student learning outcomes.

Based on the explanations above, the researcher concludes that in this era of globalization, teachers cannot deny must integrate technology into their classrooms. Nowadays, teachers can not teach like in old age. Of course, everything will start moving from traditional or straightforward ways to modern or more advanced methods than before. Some studies on information and communication technology integration have been done regarding various aspects such as adoption, a challenge in integrating it into the teaching-learning process, and the kind of technology tools used for teaching.

Method

This is descriptive quantitative research. The data were taken from 8 English teachers in SD Negeri Pacitan, located in the Pacitan subdistrict, Pacitan Regency. The data was conducted from June 9, 2023, until June 12, 2023. The instrument was an online questionnaire that consisted of 5 close-ended questions and six open-ended questions. After collecting the data, the data was analyzed using the following process, calculation, and classification data to know teachers' perspectives on the importance of technology in teaching English, school support for implementing technology in teaching learning English, factors affecting the implementation of technology in education learning English and obstacles the implementation of technology in teaching learning English.

Findings and Discussions
Teachers' Perspectives Toward the Importance of Technology in Teaching English

Technology is essential to human lives because every work and task needs technology. Technology integration in line with education must be supported because it will be beneficial. According to questionnaire data, most SDN Pacitan teachers think technology in teaching English is essential. Teachers need technology to guide the teaching and learning process in the classroom.

The 8 English teachers in SD Negeri Pacitan said that when teachers can develop and deliver English material well, meanwhile students can master the material well, too is an indicator of the teacher's success in implementing technology for students in the teaching English process. It is because technology can create a more exciting system so the students are never bored to study.

School Support for Implementing Technology in Teaching Learning

Information and Communication Technology (ICT) is an excellent concept for language learning, especially for English learning. It will bring high progress, or the other word, get better performance. Schools must provide facilities to support the implementation of technology in teaching English. Questionnaire data shows that SD Negeri Pacitan provides adequate facilities such as internet access, smart TV, LCD, Computers, etc. Hence, the teachers and students can search on the internet related to the lesson. Not just for teachers but SD Negeri Pacitan also provides computers for students. Computers or laptop is the ones of technology that are helpful. For example, when they want open English tutorial videos, a computer is better than a mobile phone. It has a wide screen and other superiority.

The questionnaire data shows that most of the teachers 66.7% used Youtube in the process of learning English. It is because there is a lot of exciting and educative content that can inspire teachers to create various learning materials. 22.2% of teachers use the Duolingo application because Duolingo is an application specifically for learning foreign languages , including English, which is already available for all smartphone users such as Android, iOS, Windows Phones, and PCs/Laptops. This application is intended for all people, including elementary school children. Duolingo is a combination of audio and visual methods. In addition, 11.1% of teachers use TikTok for study. TikTok application was chosen because it is currently a trend, and besides being an entertainment medium, TikTok also can be an enjoyable English language learning tool. Still, in this case, teachers and parents must pay attention or give guidance so the students do not access forbidden content.

Factors Affecting the Implementation of Technology in Learning English.

Implementing technology in the learning process is undoubtedly influenced by several factors. Technology in learning is to display material in audio, visual, and audio-visual form so that students are interested in participating in fun and not dull learning. In the research we conducted at SD Negeri Pacitan through a questionnaire, the teacher answered that in the learning process, there were several types of technology used by teachers. These technologies were LCD, Smart Tv, Laptops, Smartphones, Sound systems, and Computers—the use of this technology in the learning process, of course, for several reasons. Teachers use this technology because it can provide convenience in the learning process in class. Teachers can also develop material creativity according to the skills needed by students. Apart from providing comfort, with technology, teachers can make various learning media without making printed-out learning media, which is considered more efficient. Using this technology helps the process of learning English because the technology is easily accessible and easy to use by teachers as teaching media. Learning media is anything that can be used to convey messages (learning materials) to stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve learning goals (Malik, 1994).

Obstacles to the Implementation of Technology in Learning.

In the use of technology, of course, there are several obstacles, as this happens to teachers in the technology-based learning process in the classroom. The obstacle faced in this case is the classroom learning process, which is not conducive. In general, the age of elementary school children is a time when children are playing, and children are a little challenging to manage, making the class not conducive to the learning process. This is based on (50%) of teachers who answered the questionnaire. And as many as (37.5%) of teachers experience internet network disruption or a less signal. Pacitan is not a big city, so frequent internet network interruptions occur. The less internet network can be caused by bad weather or interference on the internet network. So that in conditions like this, the teacher must have other alternatives so that learning continues. However, (12.5%) of teachers stated that there were no obstacles in this technology-based English learning process so that it can be ensured that the learning process in class can run smoothly.

Conclusion

The results of this study show that technology-based English learning has significant advantages compared to book-based. SD Negeri Pacitan is an elementary school that uses technology to teach English. The school and stakeholders support technology in teaching English to students in SD Negeri Pacitan. It is proven by schools providing adequate facilities, and teachers use it to guide learning. Students are more interested in the lesson but still need close attention when the students' focus is diverted from the lesson. Even though there are some obstacles to the implementation of technology in teaching English but they can be overcome with other alternatives.

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TEACHING ENGLISH IN SDN MANGUNHARJO IN THE ACADEMIC YEAR YEAR 2022/2023

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Abstract
The study aims to identify the student's English learning problems and identify the method of teaching. This study used qualitative research methods. Data was taken from one English teacher and the homeroom teacher for class 2 at SDN Mangunharjo. In collecting data, researchers conducted in-depth interviews with respondents by asking questions about seven essential points, including the difficulties, the implementation of curriculum Merdeka, learning strategy, challenges of teaching English, learning media facilities, student motivation, and effective English learning solutions. The main problem in this research is the student motivation to learn English. To deal with this problem, the teachers make the class more fun than usual, such as putting games as learning material. This research results that English teachers in SDN Mangunharjo still have difficulties teaching English in school, one reason being student study motivation, time, and materials.
Keywords: Teaching, Teaching English, Teaching Methods

Introduction

English is an international language that has been recognized by the world, and for all people who visit foreign countries, the language used to communicate with domestic people using English is very important for everyone to have (Qadafi, 2020). Elementary school children have characteristics that are undoubtedly special and different for each child. However, some of the features of elementary school children tend to like to play, move, work in teams or groups, and do things or activities directly. Especially in teaching English, teachers must be able to use the right strategy so that students do not feel bored and also so that students can quickly pronounce English vocabulary.

Language skills include listening, speaking, reading, and writing skills. Therefore, it can be understood that language learning focuses more on language performance than just knowing the language, namely in the form of performance using language in specific contexts following the communicative function of language (Abidin et al., 2015). In learning a second or foreign language, speaking is the most essential aspect. This success can be measured through students' skills in conducting conversations and interacting verbally in the language (Nunan, 2000). Speaking is the act of using language orally. As social beings, humans always use language to communicate in social life. So it can be concluded that speaking is part of language skills. Therefore students are required and trained to have good speaking skills.

It is true in making good communication, one must speak accurately and fluently to deliver the core of the meaning intended by the speaker. The speaking accuracy can be used as the starting point, leading one to speak fluently. However, it must be noted that the demand for fluency in speaking itself is a significant problem for learners of foreign languages. In other words, speaking fluently and confidently in various situations is an essential goal of any language learning.

The early years are a golden age when the brain develops at a breakneck pace. As a result, giving stimulation during that period requires parents to maximize their children's development. Parents, especially mothers, must provide a stimulus for children starting from pregnancy (Ardhyantama & Apriyanti, 2021). Another research explains that parental involvement is required during children's development (Mahmood, 2013). However, Parents are the first teachers of children admitted true. This is unfortunate, considering mothers have

three leading roles for children: meeting physical and spiritual needs, being role models, and stimulating child development (Apriyanti, 2021).

Furthermore, children in their early years habitually ask, pay attention, and comment about what they see, hear, and feel in their environment. Children spontaneously ask when they see something that catches their attention. Words, or what is known as speaking, will reflect the child's curiosity and love for everything that is seen, heard, and felt. Children who can speak have shown maturity and readiness to learn because speaking allows them to verbally express their desires, interests, feelings, and thoughts to those around them. The existence of the family is needed as a partner in communication.

As babies and children grow, abilities to form secure relationships, explore environments, and express emotions healthily develop, impacting their future behavior and relationships. According to Lev S. Vygotsky (1896-1934), the highest levels of abstract thinking and self-regulation in preschool development are established in pretend play using object substitutions (Smolucha & Smolucha, 2022). On the other hand, language development is an essential part of child development. It supports the child's ability to communicate. It also supports a child's ability to express and understand feelings, think and learn, solve problems, and develop relationships. Results indicated that infant attention and maternal education were predictors of receptive vocabulary initial status, with no differences as a function of child sex (Bruce et al., 2022).

Regularly educating children from an early age will impact children's growth and development in communicating with interlocutors even though they cannot communicate using English per sentence but at least per vocabulary, and teaching will show results. Teaching English early on will differ from elementary to high school level children. Early childhood needs to be given interesting and fun learning so children can be interested in new things. In addition, early childhood concentration only lasts 5-10 minutes, so it is necessary to put together stimulation interestingly so that children do not feel bored quickly when the teaching and learning process is carried out (Ulfa & Na'imah, 2020).

This is because elementary schoolers' learning styles and the development of their language skills differ from that of adolescents and adults. Hence, language learning should be designed and adjusted to the child's action level so that learning becomes meaningful and does not overwhelm students. Children learn the language more accessible. By being given English at an automatic elementary school when children will continue to be middle-level learners will readily accept English.

Brewster (2003) states that the right age to teach vocabulary is young. They will never forget what is introduced to them. One aspect of English relevant to introduce to children, especially in elementary school, is vocabulary. Of course, this is very important and becomes the basis of a person in language. As stated by Tarigan (2012) that the more vocabulary a person has, the more excellent their opportunity to speak, for them to speak.

In this case, the ability that must be possessed is not a good voice but the correct pronunciation. Of course, learning using song media would be much more perfect if we had good singing skills, but this is not the leading benchmark considering that what will be introduced to children is the vocabulary, not the leading standard considering that what will be taught to children is the vocabulary in the pronunciation, we have to give an example of the correct pronunciation because it will be a model for the students. There are a lot of mistakes made by teachers in pronunciation that are imitated by students so that it becomes a model for students—eventually imitated by students so that it becomes something less precise. For example, "eleven" and "elephant" must be noted that the two words have different writing and meaning.

Unfortunately, at the elementary level, it is only local content in Indonesia. But in many remote schools, problems are often, such as the lack of trained English teachers and teaching media to support them. English is a must in modern times. The learning process also plays an

essential role in language acquisition. Schools need additional English lessons because local teachers lack teaching hours. Children's needs in school must be accomplished because English education must be introduced from elementary school. The presence of English teachers at school will be a great aid in the early learning of a foreign language, especially if the teacher can teach English in various ways.

Introducing English, a foreign language in our country is not a simple job but something that must be done continuously. Various methods or media can be used to develop children's English skills, one of which is through songs. Song use is not limited to a medium for children to recognize English. Still, it can also be used as an alternative to creating fun learning, improving the quality of education. According to the current curriculum, there is no English subject for elementary school children. But seeing the need for the next generation's proficiency in English is very important for them. There must be a method to make them receptive to learning English. Such as by getting them interested in the topic to be discovered. Start with simple things and then check if they have understood. If they still don't understand, they will repeat it and, at the end of the lesson, will evaluate everything.

Method

This is qualitative research. The data were taken from one English Teacher in SDN Mangunharjo on 12 June 2023. The observer used seven questions covering teaching, strategies, difficulties in teaching, learning media facilities used, student motivation in learning English, and effective English learning solutions. From the interview, the researcher explores data, information, and information framework from the research subject. The interview technique is free-guided, meaning that the interview questions are not only focused on the interview guidelines and can be deepened or developed according to the situation and conditions in the field.

Findings and Discussion
Students' Problems in Learning English
Less Motivation

There is less motivation, especially from parents, and the parents' environment is less supportive of their children's learning process. Motivation and learning are two interconnected things. One factor that influences learning motivation is the environment and parenting patterns that determine the quality of student learning outcomes. According to Maimunah (2012: 18), The role of parents in children's education is to provide primary education, attitudes, and basic skills, such as religious education, ethics, manners, aesthetics, affection, security, basics for obeying rules, and instilling good habits. It is concluded that parenting patterns affect student learning motivation. It is recommended that parents apply good parenting and create situations that stimulate children's interest in learning. Those involvements give motivation as a facilitator, as a model, and as a place to ask a question. Teachers could use the result of this study to find and explore more strategies or techniques that are fun and appropriate for teaching vocabulary. Besides, it informs parents about the factors that affect students' vocabulary mastery so that parents can maximize parental involvement to enrich students' vocabulary mastery.

Jerome Bruner (1983), Jerome Bruner is a cognitive psychologist who asserts that children learn through social interactions and stresses the importance of adults acting as mediators when helping children comprehend and apply new vocabulary. A parent can assist a child by using new words to describe the child in everyday situations, engaging in active conversation with them, and using a variety of contexts to help the child understand their language. According to Jaen Piaget (1952), children experience different stages of cognitive development, and parents have an essential role in providing appropriate learning to help children develop to the next step. Parents can provide the fundamentals of education by

providing interaction and an environment rich with experiences that support the child's learning process.

Less Vocabulary

There are two essential components in learning English: vocabulary and grammar or sentence structure. Vocabulary is necessary because learning vocabulary is one of the main assets in learning English. According to Nagy & Anderson (1984), Vocabulary is essential for English proficiency and speaking because it aims to convey something clearly and effectively. Limited time and facilities are a challenge to develop language skills. Tungka (2010) states that it is still low, and there is no place to channel creativity outside class hours.

Student Behaviour toward learning time

Often learning is hampered because the main factor is children who do not pay attention and do not follow the teaching properly. Brookfield, S.D. (2015). Active involvement of students in the teaching and learning process is significant to achieve deep understanding. This is one of the factors that hamper learning and do not run properly.

Less Learning Media

Most teachers provide material only from the material book only. But some teachers experience problems due to the lack of books. Learning media is very important to help the learning process and improve students' understanding of the subject matter. According to Prof. Dr. H. Johny S. K. Soetjipto, M.Pd. (2014), learning media is essential in visually, auditorily, and kinesthetically conveying information. Learning media can increase students' absorption of learning materials and help create a pleasant learning atmosphere. The media functions and regulates the practical relationship between teachers and students in the learning process.

There are several limiting factors in school learning media, namely the lack of English reading books and the few dictionaries available. According to Prof. Dr. H. Dardjowidjojo (2011) in his book "The Existence and Need of English Dictionaries in English Language Learning in Indonesia," states that English dictionaries have a vital role in helping students understand the meaning of words and expressions in English, as well as facilitating their learning process. Reading books available in the library are mostly science books and novels in Indonesian. In addition, students also use dictionaries alternately, which is one of the obstacles to the learning process in class. So that students feel not optimal in the learning process. Thus, students are not interested in learning and following the learning process.

The Methods Used by Teacher in Learning English

Discussion

The teacher invites students to discuss through the discussion method because the average elementary-age child likes to work in teams or groups. They also tend to prefer to do things honest or direct. So, they can better express their desires and activities during the learning process. The proper discussion method can make students better understand the material taught through the topic of conversation.

Q&A

Invite students to do questions and answers to train their courage and confidence in asking and answering questions. John Hattie (1950) states that teacher interaction with students through the question-and-answer method can provide immediate feedback, increase student confidence, and provide opportunities for students to understand their thinking.

Outdoor learning

Learning can be carried out anywhere and anytime, as long as the place and conditions are still effective for education. A lesson so as not to seem monotonous and dull, then invite students to study outdoors occasionally. Children will not feel bored because they can freely breathe fresh air while learning.

Watch learning videos

This method becomes effective for the learning process to foster student enthusiasm for learning, a relaxed and comfortable classroom atmosphere will make students not bored.

Occasionally the teacher also invites students to learn through a video which indeed contains education in it. For example, Showing music and visual images will make it easier for students to remember vocabulary. Richard E. Mayer (1947) states that effectively presented videos can facilitate learning by combining text with moving images, sound, and animation, making it easier to understand concepts.

Games

Playing is a natural and enjoyable way for children to keep active, stay well, and be happy. Freely chosen play helps children and young people's healthy development. Children need various unstructured play opportunities from birth until their teenagers to have good physical and mental health and learn life skills. Play is an essential part of early childhood education. Parents play a critical factor in this. Responding to children's play and providing an appropriate education is necessary. Because children early years can learn to channel and hold their emotions by playing. Children are also taught to manage their feelings, resist their urges, and use them as a source of relaxation. Children pick up a lot of information when playing, including concepts, colors, shapes, sizes, and amounts, among other things. However, parents were doubtful to permit their children to play without adult supervision in green spaces, except parks; this was contrary to the freedom they were given in their childhood. This is probably due to parents' heightened concerns about incidents, even though actual incident rates have been reduced (Truong et al., 2022). This condition makes children feel unsecured.

However, transitioning from physical playing to "more secure" is happening. Interactive, intelligent, and connected toys are expected to increase rapidly, with many claiming new ways to play and educational benefits (Hall et al., 2022). Since the existence of online games cannot be easily eliminated from children, parental involvement in accompanying children during playing is needed.

Conclusion

In conclusion, teaching English presents various challenges requiring teachers' dedication, adaptability, and creativity. These challenges include catering to diverse learning styles, addressing language proficiency gaps, motivating students, and fostering practical communication skills. Despite the difficulties, teachers' commitment to creating an inclusive and engaging learning environment can result in significant language acquisition and empowerment for their students. Through perseverance and innovative approaches, educators can overcome the challenges of teaching English and positively impact students' language skills and overall academic growth.

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TEACHERS' STRATEGIES TO MOTIVATE STUDENTS TO LEARN ENGLISH IN GRADE VIII SMPN 2 PACITAN OF YEARS 2022/2023

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Abstract
This research aims to know teachers' strategies to teach English, the source, and methods to keep students interested in learning English. This is descriptive quantitative research. The data were taken from 91 junior high school students who received English lessons at their school with various learning strategies and 2 English teachers who taught English to these students. The respondents were English teachers and grade VIII students at SMPN 2 Pacitan. The data were gathered from June 9 until June 13, 2023. The researcher collected data by performing the following steps: determining which school will be used as a research site, deciding which way to use data collection, making instruments for observation, researchers collecting data, and submitting observation results through Google Forms and interview forms. The results show that most % of the students, 100%, consider learning English significant for themselves, and all English teachers also use various strategies to teach and motivate students to learn English. 64% of students find it easy to use vocabulary memorization strategies, and 36% of students find it challenging to use vocabulary memorization strategies. Most teachers, 99%, motivate and support students in learning English. According to students, media or methods that are interesting and appropriate for learning English are 40% using media, 31% using technology, 17% using memorizing vocabulary, and 12% using other methods. In the interviews, English teachers gave various ways to deliver English lessons, such as listening to English music, watching English movies, memorizing, and using PowerPoint to deliver lessons.
Keywords: Teacher Strategies, Method, English Lesson

Introduction

Motivating students to learn English can be challenging, especially when faced with distractions and disinterest. Effective teaching strategies are crucial in encouraging students to learn English. English is the connective language in this world. According to Rao (2019), while English is the only language used on every continent, it has become the most used for global interactions. Almost everyone knows English both as a starter and as a native speaker. Even the prerequisite for overseas college was to pass a specific scores test. Four language components are applied to English learning. Namely, listening, speaking, reading, and writing by learning four skills can focus on the student's communication and use. But not a few students feel unsure of themselves in the English language.

Sofyan (2021), English has gained prominence as the language with the most significant growth rate in the contemporary era and holds the status of a commercial language by linking the East and the West, the North and the South. Learning English is essential to support both academic and future children. According to Bouchaib et al. (2018), up until now, most of the discussion around the teaching of foreign languages has been on the effectiveness of teaching approaches at the expense of contextual elements, which include individual, social, societal, and situational aspects that play a significant role in the present standards of language.

Many students feel unsure of themselves in the study and the English language application. Students tend not to develop and instead of having decline. Learning English is not just about theory and its formulas. According to Leong & Ahmadi, n.d. (2017), teachers can provide structure for their students and ask them to repeat. Then, why do the students need practice? In this regard, teachers play an essential role in supporting and supporting students. To build confidence, to convince others that students can if students intend to learn English in earnest. Teachers had to have various ways of teaching English. Mazouzi (2013) states that educators should emphasize accuracy while planning lessons. When speaking, students should

provide enough consideration to the precision and completeness of language form, paying particular attention to grammatical structures, vocabulary, and pronunciation.

Teachers should demonstrate behavior that students can follow. Students will see more teacher behavior. It can trigger good things if the teacher sets a good example, and bad things will happen if the teacher sets a lousy standard for the students. In English as a foreign language, motivation plays a vital role in determining the success of the learning process itself. According to Sri & Muhammadiyah (2009), the realities of teaching, where one must deal with immovable laws, seemingly senseless rules, and a voluminous bureaucracy, have worn down one's lofty intentions. While a teacher cannot change certain circumstances, she sometimes follows instructions. Creativity teaches a teacher's ability to develop lesson materials or materials constantly and can, create an atmosphere of interest, and is quite capable of dictation.

It is only natural for a teacher to implement the role of learning. A teacher is responsible for the student's education and should watch out for educating students in promoting intelligence and morals. At the same time, the teacher's role in English learning is five of teachers as controller, thruster, assessor, resource, tutor, and counselor. According to Naibaho (2019), the success of the student's actions, not the teacher's performance, defines good learning. Such concrete manifestations must occur in the classroom, where the pupils are given a task to complete, and after finishing it (with the aid of a superb teacher), the actual learning occurs. In these circumstances, the teacher is a facilitator rather than a knowledge provider, controller, or ruler. According to Ajal (2015), students would subconsciously believe that the students are not studying but rather amusing. This significantly lowers the pressure on kids during the study. As a result, learning methods must be created and modified to meet the demands of students.

The school environment is one of the businesses that create and monitor the growing process. Teachers and students will interact in a learning environment to discover new science. This is done to give learning experiences while providing support as a part of the student's growth process. As a teacher, it is to understand the material and convey it clearly to the students to be easily understood. Teachers can arrange classes in a time, media use, and how to get to students to make learning fun and meaningful. According to Beni et al. (2019), teachers must constantly evaluate the why, what, and how of education to provide students with coherent and meaningful experiences if physical education is to continue being educational for young people. Sartika (2019) says that there is a clear contrast in the learning strategies employed by successful and failed students. Teachers and students must have equal power when conducting the teaching-learning process (Tanjung, 2018).

Zulfikar et al. (2019) state that attitude is a successful element in language acquisition. The program comprises the students' sentiments, viewpoints, and behavioral patterns. This is one of the deciding elements that cannot be disregarded because it may affect learning directly or indirectly. However, the success of learning is also determined by the teaching materials used. The suitability of the teaching materials also plays a vital role in students' mastery of the material. Students' success in the learning process is primarily determined by the position and method of teaching the teacher in the classroom using good English to help master the material prepared by the teacher using English.

Effective teacher strategies can motivate students to learn English. According to Gagne (2008), a student would feel interested in and like studying English to have high motivation and a practical learning approach. The success of students learning English will rise as a result. On the other hand, students who lack enthusiasm and a solid learning approach will be lazy and find it difficult to pick up the language. One strategy is incorporating fun and interactive activities that engage students and make learning enjoyable. Another method is personalizing lessons and catering to students' learning styles and interests. Teachers can also use positive reinforcement and praise to build students' confidence and motivation. Lastly, creating a

supportive and encouraging classroom environment can foster community and motivate students to participate and learn.

This research investigates teachers' techniques to encourage pupils to progress through English language acquisition. In contrast to prior studies, such as those conducted by researchers Girsang & Chadijah (2022) and (Herlinda et al., 2020), this study seeks to explore and shed light on the unique approaches employed by the teacher, such as incorporating interactive language games, utilizing multimedia resources, and providing timely feedback, to inspire and encourage students in the English language acquisition process.

Methods

This study used descriptive quantitative. The data were taken from 90 students and 2 English teachers in SMPN 2 Pacitan, East Java. The research was conducted from 10th May to 10 June 14tJune 14he instruments were Google Forms for students and interviewed teachers. The students' Google form consisted of 13 questions with five open-ended and eight closed-ended forms. The teacher's interview consisted of 10 questions. The respondents were students and English teachers of grade 8 and. The researcher collected the data by implementing these steps: the researcher searched for the school to be researched, the researcher made the instruments for the observers, the observers collected the data, and the observers submitted the result of observation through Google Forms. To analyze the data, the researchers classified the findings into the category. The researcher displayed the data, and the researcher concluded.

Finding and Discussion

Most of the data was collected from junior school students. The researcher found out what makes students struggle to learn English at school and what methods or strategies they use to learn English. The researcher also found out what students' perspectives, techniques, and strategies English teachers use in repeating English.

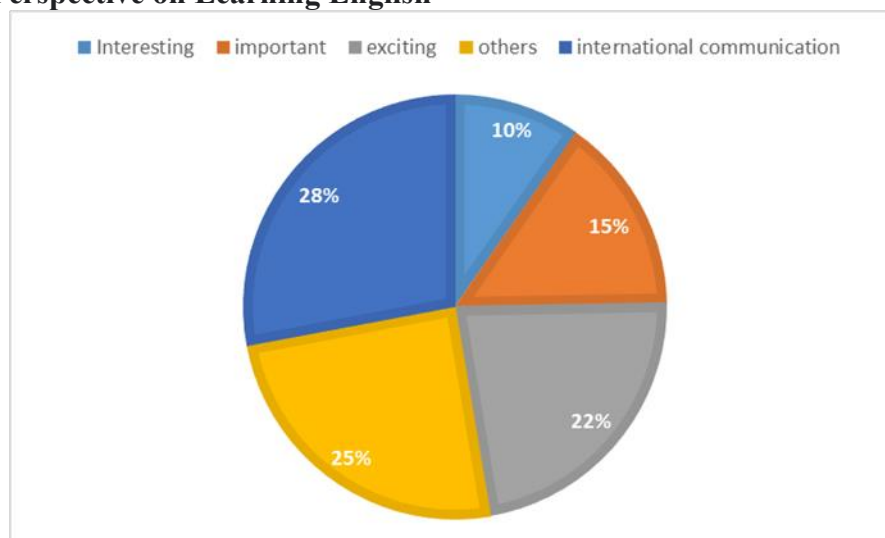**Student's Perspective on Learning English**

Figure 1. Reason for Liking and Being Interested in Learning English

Students like English lessons and want to be fluent in English. According to respondent no. 22, the reasons for being interested and wanting to learn English are "*Karena pelajarannya asik dan menyenangkan*." The researcher categorized the respondents' answers into five categories in the data obtained. Figure 1 shows that the highest percentage of reasons why students like and are interested in learning English is international communication. 10% of students answered that English is an international and second language after the mother tongue. With the ability to communicate using English, students can introduce domestic culture to the

global realm regarding social, cultural, and tourism. 15% of students answered that in this era of globalization, English is necessary so that people with good English skills have a broader insight. 22% of students responded excitedly about English, and 28% answered interestingly. These two answers are still relevant, and many choose them because English not only plays a vital role in the progress of education in Indonesia, but English is also an introductory provision that everyone will need to fight and survive in the face of the outside world. The other 25% of students who answered random things outside the answers relevant to the question were included in other solutions. To successfully integrate social media into education, it is crucial to understand why and how students use social media platforms (Balakrishnan, 2017; Ifinedo, 2017; Kanthawongs et al., 2013; Odewumi et al., 2018). Although the respondents were interested in learning English, they still experienced some difficulties.
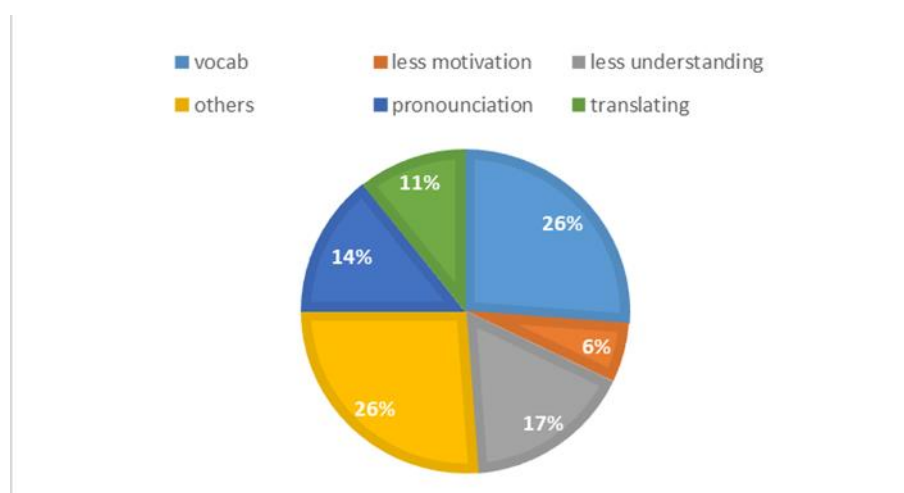

Figure 2. Difficulties in Learning English

One of the difficulties respondents experienced was the lack of memorized vocabulary. Like respondent number 38, who said, "*Kesulitan dalam pelafalan dan tidak hafal vocabulary.*" 6 Students have difficulties learning English. Figure 2 shows that pronunciation and other things are the highest percentages of students' problems in learning English. 26% of students chose to answer various answers such as lack of confidence when pronouncing vocabulary, when the teacher explains the lesson in full English, factors from students who do not study enough, etc. Prasetyo (2020) Turning to their research concern, it turns out that the pupils continue to struggle with reading material in English. Students' motivation and vocabulary are two examples. In studying, motivation is crucial. The students' interest in learning English is minimal. The pupils are concerned about making a mistake.

Of the various difficulties students feel when learning English, one of the cases is the difficulty in writing using English. Brown (2001) in Aprilia et al. (2020) mentions five aspects of writing. The first is content, which is the essence of the writing and the idea portrayed in the writing. This element relates to the writer's knowledge in writing, including substance, thesis sentence development, and relevance in presenting the topic and bearing in presenting the case. The second is form, which is the arrangement or organization of the writing that shows the overall structure of the writing. The structure is appropriate for the type of text being written. Third is vocabulary, which is students' consideration in choosing the right words to express their ideas. their ideas. Fourth is grammar or language use, using grammatical forms and syntax in writing. This component is usually assessed by the accuracy of sentence structure, such as subject-verb agreement, tenses, word order, etc. Finally, mechanics is a consideration in writing applications such as punctuation and spelling. Because of the difficulties students experience in learning English, students become less interested in learning English.
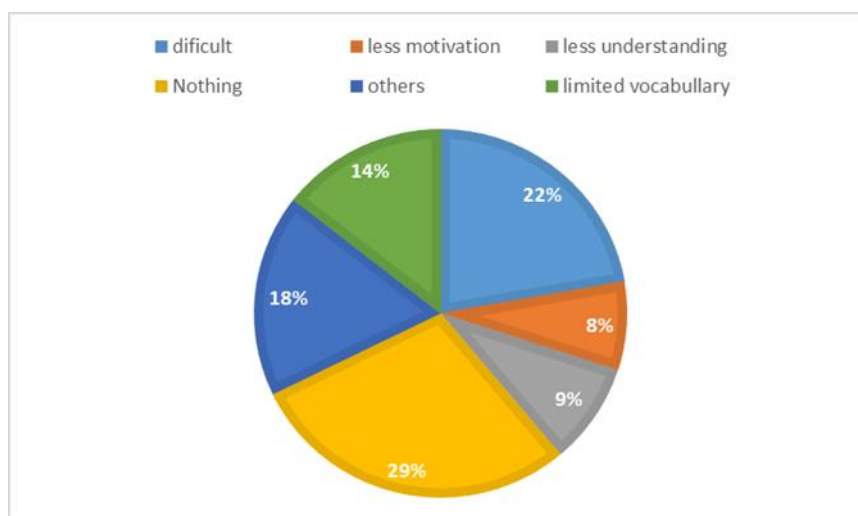
Figure 3. Things that Make Students Less Interested in English Lessons

Figure 3 shows that the highest percentage of less interested forms is not difficult. 8% of students answered that they lack motivation to learn English. At the same time, student motivation is one of the things that significantly affects students' enthusiasm for learning English. They are less interested in English due to a lack of interest and awareness of English learning. According to Sardiman (2012), students' incentive to engage in learning activities, maintain the continuity of the learning process, and assist in the learning process are all examples of the term "motivation." 9% of students answered that they lack understanding of English, and 14% responded that they lack knowledge of English due to the lack of vocabulary they have. 18% of students also answered that they had difficulties when learning English. This can affect students' interest in learning English. Of course, they have difficulty understanding it because English is not their daily language. 29% of students answered that no obstacles or things made them less interested in English. Another 22% of students who answered random things outside the answers relevant to the question were included in other solutions. Due to these struggling students, they become less interested in learning English, even though English lessons are essential for them to know. Therefore, paying attention to what strategies and methods English teachers use to attract students' interest in learning English is necessary.

Teachers' Strategy to Motivate Students

The findings show the results of an interview with an SMPN 2 Pacitan teacher. The teacher said that learning English is very necessary. Besides being an international language, English can also improve students' quality of education. Most of the students are interested in English. Still, only a few students in the class are less interested, not because the subject of English or the strategies and methods given by the English teacher is not exciting but the students' character. The character of the students themselves who are not very active or interested in learning at school, not only in English lessons but in other subjects. The methods used by the teacher are many to support students' knowledge and abilities in learning English. Learning should be carried out by providing a contextual approach so that it becomes more meaningful for students (Ardhyantama et al., 2020). The teacher summarizes a lot of vocabulary tailored to the material to be taught through books. The teacher gives students a target to memorize the vocabulary of daily activities. So students must remember it from basic terminology to general ones and will be billed for the meeting next week or when it is close to the exam. Even the teacher gives a lure for students to be interested, and students who successfully answer will be given prizes such as additional grades, snacks, etc
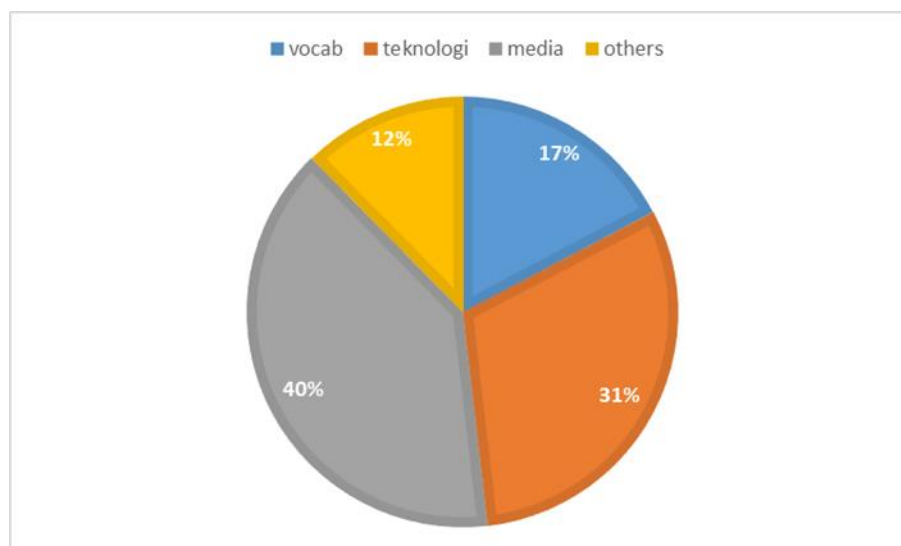
Figure 4. Giving Appropriate Media or Methods for Learning English

Teachers use technology strategies such as learning videos, media, PowerPoint, etc. Teachers always give warm-ups and motivation when starting learning and recall in memory at the end of learning and being motivated again. Not only during learning but teachers are always encouraged to study hard not only in school but can study at home through cell phones, television, laptops, etc. When students get bored, the teacher usually makes the class atmosphere fun again by watching English movies and songs. When more and more vocabulary is understood and memorized, it helps students speak English. By learning English through speech in the field of public speaking, students can understand and can practice speaking or communicating in good and correct English (Pacitan, 2022)

Figure 10 shows that the highest percentage of interesting forms is media. 17% of students answered that vocabulary can increase students' knowledge of English. Mastering a lot of vocabulary can make it easier for students to understand reading, writing, and English communication. 40% of students answered that learning media can make students interested. This answer is more answered by students because not only making interested in learning media can develop students' learning abilities, help students learn optimally, and facilitate the interaction between teachers and students. 31% of students answered that technology makes learning English enjoyable. This is still relevant to the media teachers, or students use when learning. Technology can increase student interest in learning because the display is more interesting, so students are not bored. Technology can make it easier for students to find what they don't know, support digital skills for the future, etc. The other 12% of students who answered random things outside the answers relevant to the question were included in other solutions. Learning media are physical and virtual tools that teachers employ to help pupils learn information more effectively and efficiently. So that the teaching materials are more readily accepted by pupils and inspire them to study more (Musfiqon, 2012).

The teacher is always consistent in providing motivation and memorization targets for students, if students do not reach the target, the teacher will allow repeating, and if students have not made any progress, then the teacher will give educational warnings such as rewriting vocabulary on paper until students understand and memorize. The teacher always gives warnings, but there is no violence in it. According to the information of English teachers, the strategy for mandatory memorization of English vocabulary in English lessons only exists and is carried out at SMPN 2 Pacitan. Because the strategy has also produced results, it can make it easier for students to understand things that speak English.
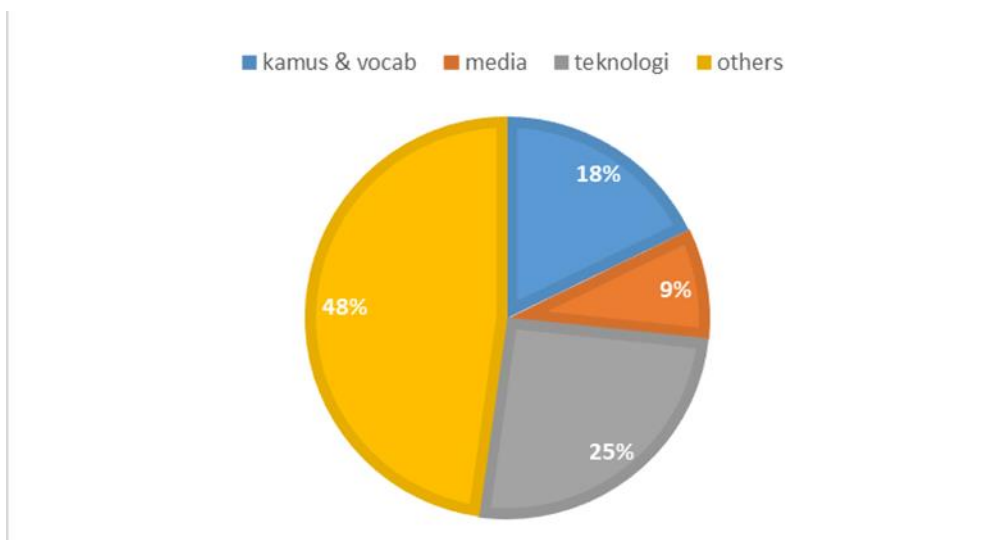
Figure 5. Media or Methods Used by Students When Learning English Independently

To facilitate students in learning English independently and progressively. Of course, students need media and even teaching fun methods. Researchers have categorized it into four techniques and tools students use to make learning English easier. Figure 12 shows that the highest percentage of media forms is 9% of students who use learning media when learning English at school or home. According to (et al., 2019), teaching media will become a more effective and efficient support in accomplishing the learning objectives when appropriately used throughout the learning process.

Additionally, educational media will boost pupils' motivation to learn. Then18% of students answered dictionaries. These two answers are still relevant so that media such as dictionaries and books can support their knowledge of English. This media can be used when students will look for vocabulary. 25% of students answered that they use technology such as cell phones to find references for learning, which is one tool that connects them to the virtual world. The other 48% of students who answered random things outside the answers relevant to the question are included in other solutions.

Conclusion

The results of this study show that many of them are interested in learning English, but behind that, students also experience some difficulties. 14% have difficulty in excellent and correct pronunciation, 11% of students have difficulty interpreting English writing, and as many as 26% of students lack vocabulary. Then 6% lack motivation to learn English, and 17% of students do not understand English, but the teachers' strategies can prevent this. Some of the reasons students are interested in learning English, 15% assume that English is essential and, 10% answer that English is an international language, 17% of students answer that vocabulary can increase students' knowledge of English. 40% of students responded that learning media can make students interested. Teachers provide strategies to motivate their students to provide good teaching, such as learning media, memorizing vocabulary, books, etc.

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BULLYING ON CHILDREN

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Abstract
There is an increase in the number of bullying among children in Indonesia. Bullying occurs not only in adolescents experiencing a search for identity but also in children aged 7 to 12 years or elementary school age. This study aims to identify the forms of bullying experienced by children and the impact of this bullying behavior among children. In addition, to determine children's actions when experiencing or witnessing bullying. This research is descriptive and quantitative. The participant were elementary school students in grades 4, 5, and 6 at SDN 2 Jetak, Pacitan, East Java. This study used printed questionnaires to collect the data. The results of this study show that most elementary school children experience forms of bullying, including social, verbal, and physical. Then the impact of bullying starts from no appetite, and loss of self-confidence, to trauma and depression. Furthermore, children report bullying to teachers, parents, or trusted people as a response to bullying.
Keywords: Bullying, Children, Elementary School

Introduction

Children are the hope of the future. As you enter the formative years of education, elementary school becomes a children's foundation for learning and personal growth. The education of elementary school-age children 6 to 12 years is an essential, fundamental, and necessary education (Elihami, 2022). This critical phase sets the stage for academic achievement and shapes social interactions, making it necessary to foster a nurturing environment that promotes positive development. Both home and school play important role in shaping children's characters (Apriyanti, 2021).

The elementary school environment is where children's young minds embark on an educational journey. These institutions provide knowledge and function as the main socialization agents. In this case, students face various challenges and opportunities to interact with peers, teachers, and other school community members. Understanding the subtleties of elementary school life is essential to understanding the complexities of student behavior.

Student behavior in the context of elementary school covers a broad spectrum of actions, reactions, and responses exhibited by children. As children go through this phase of life, some students display positive and pro-social behavior, cultivating healthy relationships with others. On the other hand, some may say negative behaviors, such as aggression or defiance, can impact the overall dynamic of the school community.

Social behavior is vital in shaping interactions and relationships between elementary school children. The social environment within a school can significantly influence how students perceive and interact with one another. Bullying is one of the factors that cause social interaction to be neither good nor bad (Khairul Anwar & Yeni Karneli, 2020). Many acts of violence occur in schools, including elementary schools (Anugraheni, 2018).

Bullying is commonly defined as repeated aggressive behavior in which there is an imbalance of power or strength between the two parties (Nansel et al., 2001; Olweus, 1993). Bullying is when one is exposed or victimized, repeatedly and over time, by the opposing actions of one or more other students (Olweus 1986 and 1991). Bullying has been defined as a subcategory of interpersonal aggression characterized by intentionality, repetition, and an imbalance of power, with abuse of power being a primary distinction between bullying and other forms of attack (e.g., Smith & Morita, 1999; Vaillancourt, Hymel, & McDougall, 2003).

Various types of bullying incidents can occur in an elementary school context, from direct and overt forms to subtle and covert behaviors. Bullying can manifest differently,

encompassing physical acts, verbal abuse, or relational aggression aimed at damaging someone's reputation or interpersonal connections. It manifests itself in various forms of physical, speaking, and psychological aggression (Farrington, 1993), direct or indirect (Rigby, 2003), and overt or covert (Cross et al., 2009; Hemphill et al., 2012).

Researchers have found that bullying can manifest in various ways and forms, such as hitting, direct and indirect aggression, verbal abuse, gestures, threats, and destruction of property (Crick & Grotpeter, 1995). Furthermore, bullying can occur orally, involving threatening, taunting, teasing, name-calling, or through physical contact, such as hitting, pushing, kicking, pinching, or restraining others (Olweus, 1993).

Various ways and forms of bullying behavior can have serious repercussions and consequences for victims. They started from psychological issues such as feelings of depression, trauma, and feelings of helplessness, as well as physical health problems and social isolation (Ardi, 2012). Several studies have also shown that victims of bullying can experience long-term effects such as low self-esteem and disruption in social relationships (Smith et al., 2002).

In the elementary school environment, children who experience or witness acts of bullying must take action immediately. The teacher must be a trusted figure to whom children can complain and report the incident. Apart from teachers, parents and friends should also be a place where children feel comfortable sharing their experiences. With support and a good communication platform, it is hoped that victims of bullying can feel supported and avoid the negative impacts that may arise from this experience.

Extensive research over the past five decades has yielded a significant understanding of the factors contributing to bullying behavior. Notably, in recent years, there has been a concerning increase in bullying, particularly among elementary school students. Hence, this study aims to gather comprehensive information regarding bullying among elementary school students and its repercussions on their daily behavior.

Method

This is descriptive quantitative research. The data were collected from 60 students in grades 4, 5, and 6 in SDN 2 Jetak, Pacitan, East Java. Consists of 18 students of grade 4, 25 students of grade 5, and 17 students of grade 6. The research was conducted in June 2023. The chosen method for data collection was through printed questionnaires, which were considered suitable for the target participants, elementary school children. This decision was made because most of the students did not have access to telecommunications equipment and might have difficulty expressing their opinions or arguments effectively. The questionnaire consisted of 10 close-ended questions focusing on various forms of bullying that elementary school children might have encountered, the potential impacts of bullying, and strategies that could employ when facing or witnessing such acts of bullying. Once the questionnaires were collected, the data underwent analysis using the following procedures: calculating the frequency of different forms of bullying, assessing the effects, and identifying the strategies students employed to deal with bullying situations.

Findings and Discussions
The Forms of Bullying Experienced by Elementary School Children

The information regarding the various forms of bullying encountered by elementary school children is derived from the data collected through the administration of printed questionnaires. The categorized data in the table offers a comprehensive overview of the specific types of bullying incidents these students have experienced.

Table 1. The Forms of Bullying Experienced by Elementary School Children

Form of Bullying	Students
Social Bullying	
Ignored without reason	23
Humiliated	22
Rejected when trying to join in play	13
Excluded	13
Shunned/Disliked	28
Verbal Bullying	
Mocked for appearance	24
Called inappropriate names	31
Threatened	22
Slandered	18
Gossiped about	17
Physical Bullying	
Hit/kicked/pinched	32
Tripped/pushed	10
Spit on	10
Asked for snacks/treats	25
Asked for money	10

In the diagram, it is evident that elementary school children encounter various forms of bullying, which can be categorized as social bullying, verbal bullying, and physical bullying. Social bullying comprises being ignored, humiliated, rejected from participating in games, ostracized, and alienated. Verbal bullying includes instances of being ridiculed for physical attributes, being called inappropriate names, facing threats, being subjected to slander, and becoming the subject of gossip. Similarly, physical bullying entails experiencing acts like being punched, kicked, pinched, tackled, pushed, spat on, and coerced into sharing snacks or money.

Among the participants, 23 reported instances where they were deliberately ignored or excluded by their peers without any apparent reason, causing them to feel marginalized and unacknowledged. Additionally, 22 respondents encountered situations where they were embarrassed or ridiculed by their peers, leading to feelings of humiliation and shame. Furthermore, 13 respondents experienced rejection when attempting to join games or activities with their friends, leaving them feeling unwelcome and lonely. Another group of 13 respondents felt socially isolated and avoided by their peer groups. For 28 respondents, the experience of being shunned or despised by their peers resulted in hurt feelings and loneliness.

Additionally, 24 respondents had encountered teasing or mocking about their physical appearance, such as height, weight, or facial features. Meanwhile, 31 respondents felt offended due to being called inappropriate or demeaning names by others. Furthermore, 22 respondents faced physical or verbal threats, causing them to feel fearful and unsafe. Another group of 18 respondents experienced false accusations and rumors aimed at damaging their reputation. Moreover, 17 respondents became the subject of unpleasant gossip among their peers. The creation and transmission of stories and talk may be more pernicious and damaging than physical violence. (Kieffer, 2013)

The data also revealed that 32 respondents had experienced physical violence, such as being hit, kicked, or pinched by their peers. Additionally, ten respondents encountered deliberate tripping or pushing, possibly while walking or running. Furthermore, ten respondents reported being spat on by their peers, causing distressing situations. Another group of 25

respondents faced instances where they were forced or asked to share snacks with their peers. Lastly, ten respondents experienced pressure to give money to their peers, potentially under threat or coercion.

The Effect of Bullying Felt by Elementary School

The distribution of printed questionnaires assists in identifying the feelings and experiences of elementary school students who have encountered or become victims of bullying. Analyzing the responses allows a deeper understanding of the emotional and psychological repercussions of bullying within the school setting.

Table 2. The Effect of Bullying Felt by Elementary School

Effect of Bullying	Students
Loss of appetite	1
Insomnia/Difficulty sleeping	1
Fearful and reluctant to go to school	4
Prefers to be alone	6
Lack of self-confidence	9
Difficulty concentrating	5
Trauma	7
Depression	1
No response	2

Bullying affects many children and lays the groundwork for long-term risk for psychological, physical, and psychosomatic outcomes (Vanderbilt, D., & Augustyn, M., 2010). The consequences of school bullying, both in the short and long term, can be highly detrimental and distressing for numerous vulnerable individuals. These effects may manifest as intense anxiety, a tendency to isolate oneself from social interactions, and heightened challenges in expressing thoughts verbally (Hugh-Jones, S., & Smith, P. K., 1999).

The findings reveal that elementary school children who are victims of bullying experience a range of emotional and psychological effects. These effects include loss of appetite, sleep difficulties, fear, reluctance to attend school, social withdrawal, diminished self-confidence, difficulty concentrating, trauma, and in some cases, depression. One respondent reported experiencing a loss of appetite due to bullying, illustrating how the stress and pressure from bullying can impact a person's eating habits.

Similarly, another respondent faced sleep difficulties due to bullying, with anxiety and fear disrupting their sleep patterns, leading to sleep problems or insomnia. Four respondents expressed fear and aversion towards going to school due to their bullying experiences, indicating that recurring bullying can create discomfort and hinder their ability to cope with school situations.

Six respondents tended to isolate themselves in response to bullying. They may feel safer and more comfortable when alone, avoiding potential triggers of bullying from others. Additionally, nine respondents suffered from a decline in self-confidence due to bullying. The effect of each form of bullying causes children to feel inferior, lack self-confidence, children become moody, and prefer to be alone (Jelita et al., 2021)

Experiencing humiliation, ridicule, or harassment can severely damage one's self-esteem. Furthermore, five respondents struggled to focus as a consequence of bullying, with feelings of anxiety and stress interfering with their concentration and academic performance.

School problems such as academic failure, social problems, and lack of friends are red flags (Vanderbilt, D., & Augustyn, M., 2010)

The data also showed that seven respondents experienced trauma from prolonged and repetitive bullying, causing lasting emotional effects on the victims. Moreover, one respondent reported experiencing depression due to persistent feelings of isolation, loneliness, and constant belittlement. Interestingly, two respondents did not respond regarding the impact of bullying on them. It is possible that they find it difficult to articulate their feelings or may be unwilling to discuss the matter.

These findings underscore the importance of raising awareness and implementing effective measures to combat bullying, as its consequences can profoundly damage the mental and emotional well-being of the victims. Providing support, understanding, and appropriate interventions is crucial to assisting bullying victims.

The Action Taken by Elementary School Children

The last thing asked in the printed questionnaire was how elementary school children who had experienced bullying or had just witnessed it acted on what happened. This was answered as stated in the table.

Table 3. The Action Taken by Elementary School Children

Action Taken	Students
Tells (Teacher, Parents, Believed Person)	
Yes	29
No	30
No Answer	1
Report (Teacher, Parents)	
Yes	46
No	13
No Answer	1

Bullying has been assessed via parent, teacher, and peer reports, as well as direct observations. However, most rely on self-report assessments, despite concerns about biases related to social desirability, self-presentation, and fear of retaliation (Pellegrini, 2001). Parents often have limited knowledge of what happens at school, and teachers may not witness bullying (Cornell & Brockenbrough, 2004)

Twenty-nine children shared or witnessed bullying experiences with teachers, parents, friends, or trusted people. On the other hand, 30 children did not disclose the incident. Of the 46 children, they actively reported cases of bullying to their teachers or parents. However, 13 children chose not to report the incident.

The data shows that many children dare to talk about bullying they have encountered or witnessed. They feel comfortable confiding in adults or trusted peers. However, it is essential to note that some children still choose not to report bullying incidents, perhaps for various reasons such as fear, embarrassment, or not being sure whether their report will be taken seriously.

Conclusion

Elementary school is a critical phase in a child's development, where academic achievement and social interactions are shaped in a nurturing environment. Understanding student behavior, especially bullying-related, is crucial in creating a safe and supportive

atmosphere. Bullying remains a widespread problem, occurring both inside and outside of school hours, impacting students' psychological well-being. This study, conducted on 60 elementary school students, highlighted the various forms of bullying they faced, including social, verbal, and physical aspects. The effects of bullying vary, from difficulty sleeping to depression, which can lead to feelings of fear and reluctance to go to school. While some students have bravely reported bullying incidents, others have not shared their experiences. Raising awareness and fostering an environment where students feel empowered to share their experiences is essential to combat bullying effectively. The data underscores the importance of implementing measures to address bullying and prioritizing the well-being of primary school children.

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THE USE OF THE FOUR SQUARE WRITING METHOD IN IMPROVING STUDENTS WRITING SKILLS OF THE TENTH-GRADE STUDENTS OF SMKN 2 PACITAN ACADEMIC YEAR 2022/2023

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Abstract
This study aims to determine the use of the four-square writing method in improving students writing skills of the tenth-grade students in SMKN 2 Pacitan academic year 2022/2023. This is Classroom Action Research (CAR), the data was obtained by using a test on pre-test and post-test worksheets for 32 students as a sample of the population. This research was carried out from May 16, 2023, to May 19, 2023. After being collected, the data were analyzed using the following procedures: data reduction, data display, and drawing the conclusion. According to the findings, (100%) of students scored under the standards of completeness; (19%) of students got up the standards of completeness and (81%) students got a score under the standards of completeness; (100%) students got up the standards of the completeness; students got an average score of 64 on the pre-test, 69 on the post-test I, and 78 on the post-test II.
Keywords: Four-Square Writing Method, Writing Skill, Students Grade X of SMKN 2 Pacitan.

Introduction

In global competition, the ability to master foreign languages is essential, especially in the use of English. Several countries use English as a second language, one of which is Indonesia. Mastery of English is not only obtained through speaking, reading, and listening but also through writing. Writing is a way of expressing the feelings, ideas, ideas, hopes, and thoughts of the author through writing (Nurul Alfitasari, 2017) (Ni Kadek Devy Rafika, 2018) (Ni Luh Putu Alika, 2016: 2). Writing can be in the form of a text, a sentence, or just a few words as an expression. Writing is one way for someone to express themselves.

Writing has several objectives, including: (1) Expressing ideas, thoughts, feelings, and hopes to others in writing; (2) As a means of written communication with others; and (3) As a medium of social interaction and delivery of information. Based on these goals, the ability to write is very important. However, Writing is a complex cognitive process that involves using visual symbols to express the writer's thoughts and concepts (Indah Pusptasar and Agung Budi Kurniawan, 2017:83). There are five components that must be considered in writing, namely: mastering vocabulary, grammar, content, sentences, and punctuation. Due to a lack of understanding of these writing components, students find it difficult to improve their writing skills. One of the factors that influence students' writing difficulties is Students struggle to generate ideas as they consistently doubt the quality of the ideas they come up with, leading to confusion in finding the most suitable title (Bela Aprilia et.al., 2020:1)

This is in line with several studies that have been carried out regarding the difficulties experienced by students in writing. One of them is research conducted by Tarmizi et.al. (2018) on class VII students of SMPN 14 Palu which stated that some students had difficulties in developing ideas, grammatical errors, lack of vocabulary, and word choices. Based on the results of observations during teaching and learning activities in class X AKL 4 SMKN 2Pacitan, most students have difficulty coming up with ideas and arranging them into coherent paragraphs. This is caused by several factors, including students' lack of understanding of the components in writing, and the lack of varied learning techniques.

Based on the problems above, selecting the right method is essential. One method that can be used to improve students' writing skills is the four-square writing method (FSWM). Felci Triana Sauhana (2020: 236) states that the four-square writing method can help students in making paragraph unity and developing it into a text. Thus, this study focused on the use of the

four-square writing method in improving students' writing skills. Therefore, the researcher is interested in conducting research entitled "The Use Of Four-Square Writing Method In Improving Students Writing Skill Of The Tenth-Grade Students Of SMKN 2 Pacitan Academic Year 2022/2023".

Method

This research is Classroom Action Research (CAR). The research methodology used in this research is design from Kemmis and M.C. Taggart. SMKN 2 Pacitan became the research location, specifically for the tenth-grade students from 2022/2023. The sample for this research is Accounting four students class X and consists of 32 students. The analysis implemented pre-test and post-test worksheets to collect the data, which was organized on May 16, 2023 (research cycle I) and May 19, 2023 (research cycle II). After being collected, the data were analyzed by the following procedures: data reduction, data display, and drawing conclusions.

Findings and Discussions (Times New Rowman 12, bold)

In the initial learning conditions, the researcher gave a pre-test to students with the aim of knowing students' initial abilities and the problems they faced. At the beginning of learning students still feel confused about writing descriptive text, and the use of sentences is still not correct. The following are the results of the students' pre-test in cycle I.

Figure 1. students score on the pre test – post-test II
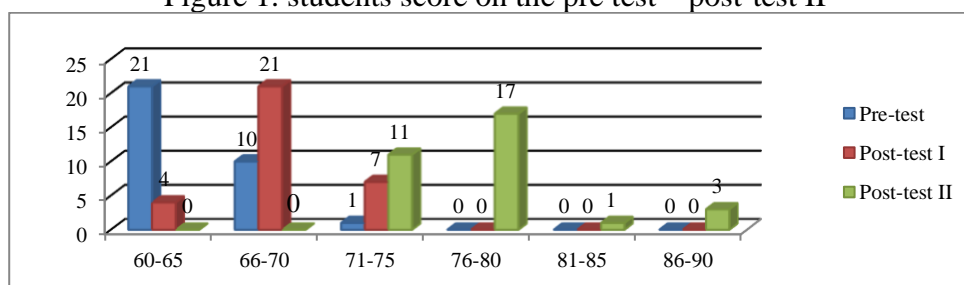
The chart above shows the scores obtained by students from the pre-test to post-test II. Based on the overall student score, students get the lowest score of 60 and the highest score of 88 with an average score of 78.

In the pre-test, students were asked to write a descriptive text with the conditions according to the questions. The standard of success that students must achieve is 75. Based on the table above, it can be seen that all students score below the predetermined standard of success. Students get an average score of 64 with the highest score being 71 and the lowest score being 60. Based on the score they get, of course, there are some problems they experience in writing descriptive text. Most students encounter problems in coming up with ideas and arranging these ideas into coherent sentences.

After the pre-test was given and found several focus problems faced by students. The researcher gave treatment related to the use of the four-square writing method in writing descriptive text. In its use, the four-square writing method has four squares, each of which can be given a writing theme. So, this can make it easier for students to find ideas and organize them into coherent sentences.

Table 1 Frequency Table of Pre-Test and Post-Test Cycle I

Interval	Pre-test	Post-test	Explanation
≥75	0	6	Complete
≤75	32	26	incomplete
total	32	32	

Table 2 Frequency of Post-Test I and Post-Test II

Interval	Pre-test	Post-test	Explanation
≥75	6	32	Complete
≤75	26	0	incomplete
total	32	32	

Based on the table 1 student scores have increased. As many as 6 students (19%) got a score above the standard of success, while 26 students (81%) still got a score below the standard. Comparison of students' pre-test and post-test I scores showed that there was an increase. In the post-test I students experienced an average increase from 64 (pre-test) to 69 (post-test I). The highest score in the post-test I was 77, with the lowest score being 65. Because the results of the student scores in cycle I did not meet the standards of success, the researcher continued in cycle II.

In cycle II, the researcher gave the second treatment related to the use of the four-square writing method. Based on the table 2, in the post-test cycle II, all students scored above the standard of success. The average score of students has increased by 9 scores, from a score of 69 to 78. Students also get the highest score of 88 scores and the lowest score of 75 scores. Thus, the indicators of success have been achieved to the maximum, that is, 100% of students get a score of ≥ 75.

Conclusion

Based on the results of the findings and discussion it can be concluded that the use of the four-square writing method can improve the writing skills of the tenth-grade students of SMKN 2 Pacitan academic year 2022/2023.

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AN ANALYSIS OF STUDENTS' SPEAKING SKILLS IN SEVENTH GRADE ON SMPIT AR-RAHMAH PACITAN ACADEMIC YEAR 2022/2023

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Abstract
The research aims: 1) to know the students' speaking skills based on the aspect of speaking components: Pronunciation, Intonation, Fluency, and Grammar; 2) to know the teacher's role in mastering speaking skills, especially in English. This research used a descriptive qualitative method focused on students' English-speaking skills. The subject of the study is a seventh-grade student of SMP IT Ar-Rahmah Pacitan, academic year 2022/2023. The data collection techniques used interviews and observations. The data collection instruments included a speaking test, interview sheets/guidelines, and field notes. This research focused on analyzing students speaking skills in Intonation, vocabulary, Grammar, and Pronunciation. The results of this study: 1) the students' English speaking ability was still below average and needs much improvement from various sides. Besides being only in grade 7, they also just got full English. Therefore, some students feel that they should not learn English; 2) The teacher's role in developing students' speaking skill still needs to be higher and need more improvement. Teachers must be patient and creative in the teaching-learning process.
Keywords: English, Speaking Skill, Students' Ability

Introduction

Education is a purposeful effort by humans through guidance, instruction, and training for a better future. It is a critical aspect of a country. English is the world's most important tool of communication for people from different countries to convey ideas, messages, purposes, feelings, and opinions to others. Based on Kracht (2002), language is meant to communicate and is a semiotic system. English is taught as a foreign language in Indonesia from elementary to university. It is learned formally as a compulsory subject in the school. In learning English, there are four language skills that the teacher has to teach to the students, namely listening, speaking, reading, and writing. These skills are crucial in developing language competence. The students should be able to use English in honest communication. In learning English, there are methods used to make students enjoy learning English. Based on Razawi et. (2011), in the process of learning a language, many variables determine the success of a language learner. Language learning success is associated with various factors, including age, gender, motivation, intelligence, anxiety level, learning strategies, and language learning styles.

In this case, the researcher focuses on speaking skills because speaking is essential in language learning. Speaking is the most critical skill of all four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language. Speaking has become an exciting topic to discuss in learning the English language. Speaking is essential in building better communication than most oral communication. According to Burkart (1998) in Argawati (2014:76), speaking is an activity that includes knowledge and is related to components such as Pronunciation, Grammar, and vocabulary. It means people get ideas based on speaking, discussing with someone, and sharing anything about the benefits of something. On the other hand, speaking can be improved by the components of English. Good speaking skills are when the students make the rules of speaking skills in the classroom. But, many students at school need to learn the English language.

SMP IT Ar-Rahmah uses the Curriculum 2013 to improve and teach them by good quality. It is also learned in junior high school. In learning English, the students describe something in verbal communication. Consequently, in English, speaking is how the students express themselves in verbal and nonverbal communication. Nonverbal communication

expresses meaning or feeling without words (Levine and Adelman, 1993). According to the researchers' observations, some problems were found in the students' speaking skills. Such as, students need help understanding English cause of Grammar and vocab, so some are not interested; they only get complete English subjects in Junior High School; that's why many complain when teachers often use English instead of Indonesian and many more. In this study, the researcher focuses on students' speaking skills based on the aspect of speaking components: Pronunciation, Intonation, Fluency, and Grammar, and the teacher's role in mastering speaking skills, especially in English in SMP IT Ar-Rahmah Pacitan.

English is one of the most used languages in the world or International Language. Based on Kracht (2002: 03) stated that language is meant to communicate; it is a semiotic system. English is taught as a foreign language in Indonesia from elementary to university. Four language skills must be learned: listening, speaking, reading, and writing. Fachrurrazi (2011) stated that it is essential for anyone who wants to understand methods of teaching English to know the basic terms in the field. Engish becomes a foreign languuage in a country if, in that country, English is not used for formal communication or daily communication. Richards (1985) states that English is regarded as a foreign language when it does not function as an official language in a particular country. Speaking is a communicative event that includes verbal and non-verbal language to deliver meaning. Speaking is an activity to produce sayings in the form of words and sentences orally to communicate with others stated by Irawati, cited in Zuhriyah (2017:122). Speaking is the active use of language to express meaning. For young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learn.

Speaking is one of competence for someone to reach the aim. According to Hormaililis, cited Harahap, Antoni, and Rasyidah (2015:2), speaking has components that support someone to be an excellent public speaker, including Vocabulary, Grammar, Fluency, and Pronunciation. Vocabulary is an essential aspect that helps speaking or is a stock of words in a language, written or spoken, with meaning considered cultural meaning used by the group or individual community. Vocabulary plays a vital role in speaking skills. Then, Grammar helps people to convey something based on rule speaking skills. That's why to communicate clearly and more practically; that's why we are studying Grammar. Next, Fluency is the activity of reproducing words orally. It means there is a process of exchanging ideas between a speaker and listener. Therefore, it is essential to have Fluency as having the capability of other speaking components. Fluency can be defined as the ability to speak fluently and accurately. Last, Pronunciation is the first and most crucial thing native speakers notice during a conversation. Native speakers are more likely to understand, even if someone makes grammatical mistakes, rather than if you make mistakes in Pronunciation. Then, Pronunciation is related to Intonation. All of the words have different meanings. Based on Pronunciation, we can know the meaning and aim of someone's talk.

Ahmad (2017), Traces the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. Bangun (2018) research result suggested that the students showed a tremendous improvement during the teaching-learning process when Show and Tell Method was applied. The students' participation and vocabulary mastery were increased; they were more active, enthusiastic, and confident in speaking. Syafiq, Rahmawati, Anwari, Oktaviana (2021), This study showed that YouTube videos as English learning material improved students' speaking skills, including Fluency, vocabulary, Pronunciation, Grammar, and content. Further investigation may concern using YouTube videos to teach other English skills like reading and writing.

Research Methodology

This study used a descriptive qualitative research method. Qualitative research is applied to the study's primary purpose to collect the data and then analyze it to explain the

existing occurrence. This research describes a phenomenon, circumstance, or event that happens in the present. The descriptive research method is to gather information about the present existing condition. The purpose of the descriptive method is to systematically find a detailed explanation and description of the research object.

Thus, based on the explanation above, the researcher assumed that a descriptive qualitative research method is relevant to this research. The data source is tests of speaking, questionnaires, interviews, and journals. Based on that source, the researcher used test interview guidelines and observation guidelines as instruments. The collection used tests, discussions, and observations during the teaching and learning activities. And analyzing it uses data reduction, data display, and conclusion drawing. The data collection occurred in June 2023 for four days in SMP IT Ar-Rahmah Pacitan, East Java.

Findings and Discussions

Here researcher presented the results of data from interviews and observations that have been conducted. First, the data was gained from the first grade of SMP IT Ar-Rahmah Pacitan. After getting the data from the teacher and students, the researcher analyzed it by indicators of speaking, Pronunciation, Intonation, Grammar, and Fluency and presented it in the table. Based on the indicators table, Pronunciation and Grammar have the highest results students obtained, scoring 3,1. Then Intonation with results 3. Last Fluency with 2,8. Researchers also use Range Score Speaking Skills to know the level of students' speaking skills.

The discussions consisted of a detailed analysis based on the data and information found in the findings. The discussion was divided based on a formulation of the research as follows:

First, The students' ability in speaking skills based on the aspect of speaking component: Pronunciation, Intonation, Fluency, and Grammar, are various Range Scores.
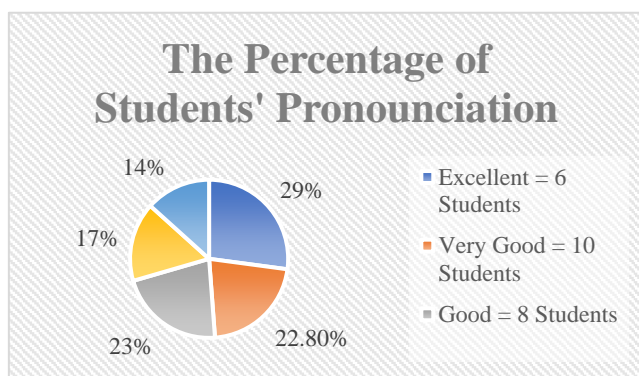

Figure 1. Percentage of Students' Pronunciation

Based on the diagram above, in Pronunciation, six students got the highest score in Pronunciation (17%). Eight students (22,8%) got very good. Third, eight students got good (22,8%). Six students (17%) got Fair. Five students got poor (14%).
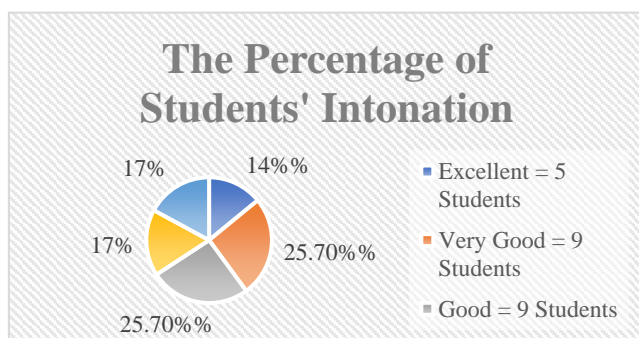

Figure 2. Percentage of Students' Intonation

Based on that diagram collected by the researcher, in Intonation, five students got excellent (14%). Nine students (25,7%) got very good. Nine students (25,7%) got good. Six students got fair (17%). Six students got poor (17%).
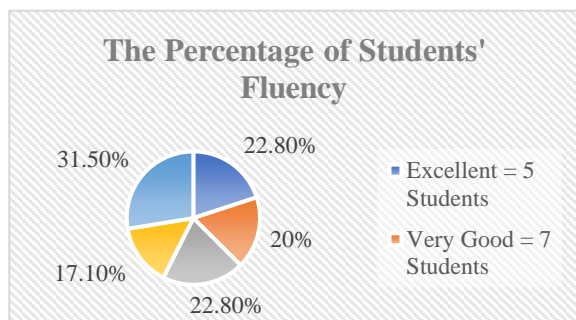

Figure 3. Percentage of Students' Fluency

Based on the diagram above, in Fluency, five students got high scores (22,8%). Eight students (22,8%) got good. Six students got fair (17,1%). Nine students (31,5%) got poor.
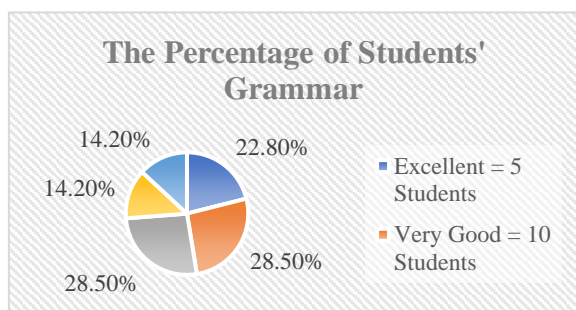

Figure 4. Percentage of Students' Grammar

Based on the diagram collected by the researcher, in Grammar, five students got a high score (22,8%). Second are ten students (28,5%) who got very good. Next are ten students (28,5%) who got good. Five students got fair (14,2%). Last are five students (14,2%) got poor.

Second, The teacher's role in mastering speaking skills is significant, and the increase or decrease of students' skills depends on the teacher. The researcher interviewed Ms. Tri Wahyuni, S.Pd, the English teacher, to know the teacher's role and learning process. According to the teacher, the pronunciation ability of most students still needs to be improved. It needs to be adapted because it is the first time they have received complete English lessons, and when given instructions, some of them can accept them, and most can't. In addition, their vocabulary skills tend to be monotonous and undeveloped, so they need help using the correct vocabulary. For Grammar, they still need improvements, such as tenses and others. They still need to improve in speaking and arranging the right words. For example, when they are asked to practice speaking, they are still sometimes silent and tell each other to speak, especially since most of them need more confidence, which makes them confused in responding to words in English. However, the teacher also tries his best, such as communicating frequently with students who ask about difficulties in speaking English; some answer clearly, and some are less open; all their challenges are recorded in a particular book and studied to find a solution. The common problems are the need for more introduction to English from an early age, and students' interest is also lacking. So the teacher tries to be as creative as possible, such as using existing media.

Conclusion

After getting and analyzing the data, the researcher presented a conclusion in this chapter. This data concluded from the score given by participants. The participants are English

teachers and Students at SMP IT Ar – Rahmah. In Pronunciation, six students got excellent, ten very good, eight good, six Fair, and five poor. Second, five students got excellent; nine got excellent, eight got fair, and the last five got poor in Intonation. Then in Fluency, excellent called five students, very good got seven students, good got eight students, fair got six students, and last poor got five students. Later, in Grammar, five students got excellent, ten got very good, ten got good, five got fair, and five got poor.

Based on the data above, Pronunciation is the higher score of students' speaking components, and Grammar with Pronunciation is the low score of students' speaking components. Then others have similar scores and are pretty close in different results. Students accept these components and the results.

It is suggested that students with problems/difficulties in speaking English must practice their speaking regularly in and out of the classroom; they can speak to friends and teachers and anyone who wants to speak English. They must be active and participate in school English learning, and they don't have to be shy or afraid of mistakes. They have to memorize vocabs and master grammar to increase their speaking skills. Watching and listening to English films and songs can improve their skills. For the English teacher, it is suggested that they use the information from this study as one of the references about strategies to overcome students' difficulties in speaking skills. English teaching and learning process should be learner-centered; the teacher must give more chances for students to speak up. Besides that, the use of English has to be maximized in and out of the classroom. Teachers should create meaningful learning situations in which students can communicate with their friends as if they communicate in real-life situations. Therefore, they can use English not only to complete tasks but also to communicate. Teachers must conduct fun, varied, engaging, and challenging activities.

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